

May 18, 2016
Lincolnshire / 5:00 pm



Board of Education Meeting

This is a meeting of the Washington Local Board of Education in public for the purpose of conducting school district business and is not to be considered a public community meeting. The time for public participation during this meeting is indicated on the agenda as Community Comment. R.C. 121.22, 3313.15

1. Opening
 - A. Call to Order by the President
 - B. Roll Call by the Treasurer
 - C. Pledge of Allegiance
 - D. Community Comment

TREASURER'S REPORTS AND RECOMMENDATIONS

2. Accept Resignation and Re-Employ
3. Minutes
4. Financial Reports and Investments
5. Authorization for Payment of Legal Fees
6. Purchases Over \$25,000
7. Approval of Change Order
8. Renewal Lease for Trilby Youth Sports Foundation (Suder Avenue)
9. Board of Education Policy: 6460 Vendor Relations
10. Adoption of Five Year Forecast

SUPERINTENDENT'S REPORT

BOARD COMMUNICATION

ADMINISTRATOR REPORTS

SUPERINTENDENT'S RECOMMENDATIONS

11. Gifts and Donations
12. Resolution – Elementary Calendar
13. Payment for Parental Contracts in Lieu of Transportation
14. Textbook Adoption
15. Course of Study Resolution / Whitmer CTC
16. School Lunch Prices / 2016-2017
17. OHSAA 2016-2017 Membership Resolution
18. Purchases Over \$25,000
19. Executive Session
20. Personnel
21. Adjournment

1. Opening

A. Call to Order by the President

The May 18, 2016 meeting of the Board of Education of Washington Local Schools will come to order. It is now _____ P.M.

B. Roll Call by the Treasurer

Mr. Kiser _____ Mrs. Carmean _____ Mr. Hunter _____
Ms. Canales _____ Mr. Langenderfer _____

Also present:

_____ Mrs. Mourlam, Superintendent
_____ Mr. Fouke, Treasurer

C. Pledge of Allegiance

D. Community Comment

The purpose of the Board of Education meeting is to conduct official Board business. The opportunity for people to address the Board of Education is a privilege that Boards of Education need not grant. This Board of Education has been interested in receiving information from the community. However, in order to provide time for the Board to carry on regular Board business, it becomes necessary to establish certain rules to be followed by those persons wishing to address the Board during Community Comment.

PROCEDURE FOR COMMUNITY COMMENT

1. Person addressing the Board should state his/her full name and address.
2. The number of delegates speaking on a particular topic should be limited to one whenever possible.
3. Person addressing the Board should limit his/her remarks to three minutes unless the presentation is of an unusual nature.
4. Questions pertaining to the school operation should be directed to the administration at a time other than during Community Comment.
5. Person addressing the Board should not engage in remarks that could be interpreted as libelous or inflammatory to a particular individual.
6. The Board of Education will attempt to complete the item of Community Comment within thirty minutes.

Adopted by the Washington Local Board of Education ~ June 7, 2014

2. Accept Resignation & Re-Employ

The Treasurer recommends that the Board of Education accept the resignation of Jeffery S. Fouke, submitted for purposes of initiating earned retirement benefits, effective as of the end of the work day on December 31, 2016. The Treasurer also recommends that the Board of Education employ Jeffery S. Fouke, as Treasurer beginning January 3, 2017 and continuing through July 31, 2019, such employment to be in accordance with the terms and conditions set forth in the written contract documents presented to this Board (and marked as Items 1 and 2), with a salary in the amount of \$118,200.00 and educational CPA stipend of \$1,800.00.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

3. Minutes

The Treasurer recommends that the Board of Education approve the minutes of the regular meeting of April 20, 2016 as presented.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

April 20, 2016

The Washington Local Board of Education met in regular session pursuant to the rules in the Administration Building, 3505 West Lincolnshire Boulevard on April 20, 2016 at 5:00 p.m. The following members were present:

Mr. Eric Kiser
 Mrs. Patricia Carmean
 Mr. David Hunter
 Ms. Lisa Canales
 Mr. James Langenderfer
 Mrs. Cherie Mourlam, Superintendent and
 Mr. Jeffery Fouke, Treasurer

Katie Peters, 6129 Randon Dr., Toledo, OH 43611
 Requested that the proposal submitted to the Board, to name the new Whitmer softball stadium, after Mr. John Adler be considered.

National Anthem performed by Whitmer High School Choral.

Whitmer High School students Matt Hale, Kerry Keyes (10th grade); Gabrielle Huff, Nathan St Clair (11th grade); Meghan Lloyd and Adam Wilson (12th grade) were recognized for winning the 2016 Americanism and Government Test for their knowledge of the U.S. Flag, the Declaration of Independence, U.S. Constitution, as well as State/County/City/Township/Village and School District government in Ohio.

Community
 Comment:

National
 Anthem:

Recognition
 &
 Presentation:

PROCLAMATION

Staff
 Appreciation
 Proclamation:

WHEREAS, *The employees of the Washington Local School district exemplify personal and professional high standards and unparalleled interest in and concern for the district's students, families, and community; and,*

WHEREAS, *Washington Local employees are committed to assisting our kids on their life journey by loving them, lifting them up and helping each one find his or her purpose in life; and*

WHEREAS, *Washington Local employees embrace our core values of courage, dedication, dignity, excellence, gratitude, honesty, loyalty, respect, responsibility, service, teamwork, and trust; and,*

WHEREAS, *Washington Local employees are having a significant impact on our children and are helping form the next generation; and,*

WHEREAS, *The Washington Local employees deserve the gratitude and respect of all members of our community;*

NOW, THEREFORE, *I, Cheryl L. Mourlam, Superintendent of the Washington Local Schools, do hereby proclaim May 2-6, 2016 as*

STAFF APPRECIATION WEEK

and encourage all parents, community members and business partners to recognize the staff of the Washington Local Schools and extend sincere best wishes to all employees for good health and happiness now and in the future.

***IN WITNESS WHEREOF**, I hereunto set my hand representing
 Washington Local Schools this 20th day of April, 2016.*

Public
Hearing-
Public
Process of
Treasurer:

Members of the public are invited to provide input to the Board of Education on the issue of re-employing Jeffery S. Fouke, during his service retirement. Speakers are limited to five (5) minutes each, and all public comment will be closed after thirty (30) minutes. A sign-up sheet is available.

Comments

Jim Langenderfer, Board Member

Mr. Langenderfer complimented Mr. Fouke by stating he is one of the finest Treasurer's he's ever met. "He's done a great job in the two-years I've been here."

Patricia Carmean, Board Member

Mrs. Carmean has known Jeff for many years and would like to echo what Mr. Langenderfer said, "He is a fine Treasurer and we are lucky he is going to stay."

Executive
Session:
 193-4/16

It was moved by Ms. Canales and seconded by Mr. Kiser to accept the Superintendent's recommendation to enter into Executive Session to:

2. Consider the employment of a public employee or official.
4. Consider the discipline of a public employee or official.
7. Consider the compensation of a public employee or official.
9. Consider the purchase of property for public purposes.
10. Consider the sale of property at competitive bidding.
14. Prepare for negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of employment.
16. Review negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of employment.
18. Discuss details relative to the security arrangements and emergency response protocols for the Board of Educations.

Yes: Mr. Kiser, Mrs. Carmean, Mr. Hunter, Ms. Canales, Mr. Langenderfer (5)

The Board entered into Executive Session at 5:24 p.m. The meeting was reconvened at 5:52 p.m. and did, in fact:

2. Consider the employment of a public employee or official.
4. Consider the discipline of a public employee or official.
7. Consider the compensation of a public employee or official.
9. Consider the purchase of property for public purposes.

10. Consider the sale of property at competitive bidding.
14. Prepare for negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of employment.
16. Review negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of employment.
18. Discuss details relative to the security arrangements and emergency response protocols for the Board of Educations.

All five board members are still in attendance.

It was moved by Ms. Canales and seconded by Mr. Kiser to accept the Superintendent's recommendation to approve gifts and donations as presented:

Gifts &
Donations:
194-4/16

A. BCSN

5552 Southwyck Boulevard, Toledo, Ohio 43614

- Cash donation of \$500 from BCSN Gives Back program to Jefferson Junior High to purchase Chrome Books for classroom use.

B. Joann and Thomas Dillon Jr.

6600 Spring Beauty Court, Curtice, Ohio 43412

- Cash donation of \$200 to be used toward a first grade field trip at Meadowvale.

C. Uma Srinivasan

39 St. Catherine Court, Holland, Ohio 43528

- Donation of school supplies, clothes and sports equipment.

D. Whitmer Athletic Club

Becky Boros, President

Whitmer High School WAC, 5601 Clegg Drive, Toledo, Ohio 43613

- Donation of \$15,223.22 to help cover the cost of the flooring for Whitmer's north gym.

Yes: Mr. Kiser, Mrs. Carmean, Mr. Hunter, Ms. Canales, Mr. Langenderfer (5)

It was moved by Mr. Kiser and seconded by Mrs. Carmean to approve the Superintendent's recommendation to approve the Facilities Naming Rights Guidelines as presented:

Facilities
Naming
Rights
Guidelines:
195-4/16

FACILITIES NAMING RIGHTS GUIDELINES

The Board of Education recognizes that naming or re-naming a school or school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. The board shall be responsible for the naming/renaming of all schools and school facilities.

Naming New Facilities

The Board considers facilities to include, but not be limited to, buildings, athletic fields, stadiums, gymnasiums, libraries, multi-purpose rooms, and conference rooms. A naming committee may be installed to review naming requests. The committee will consist of the Superintendent, student or Alum of the building subject to the request, Principal or teacher from the building, Board member or other area civic leader, and a parent. The needs of the committee shall be determined based on the type of naming or renaming under review.

In selecting the name of a new facility or renaming an existing facility, the Board of Education will consider:

1. Geographic locations;
2. General features of the area in which the facility is located;
3. Other names consistent with educational themes;
4. Individuals may be considered if they meet all of the following criteria:
 - a. Have made an outstanding contribution to the School District, community, county, state, or nation;
 - b. Exemplify achievement and qualities in which students and the community can take pride; items of consideration include but should not be limited to the core values of Washington Local Schools.
 - c. Naming the facility after this individual should have broad recognition and acceptance throughout our diverse society; and
 - d. Naming the facility after this individual will positively impact the education and/or achievement of the students.
 - e. Naming a facility after an individual whom is deceased or retired a recommended three year moratorium which may be waived by action of the board.
5. Individuals or corporate entities wishing to make a substantial financial contribution for consideration of naming opportunities. The Board directs the Superintendent to implement a selection process that engages appropriate School District and community audiences. The Board will consider the recommendation(s) generated through the selection process after approval by the Superintendent. The Board holds final responsibility for the naming of all Board-owned facilities.

Naming/Renaming Existing Facilities

In naming/renaming existing facilities, the Board believes that facility names should follow the general naming guidelines as noted above. A facility will be considered for renaming only if it is rededicated, if there is a major renovation and/or change in the use of that facility, or there is a substantial tie or association with a person to be honored in the renaming.

The Board will consider requests from school or community groups to name/rename a facility for a person, provided the proposed name has special significance and/or the person has made an outstanding contribution to the school/School District. Further, the naming/renaming of the facility must be a fitting tribute to the individual and the fame of the individual is not faddish. Citizens of the School District should recognize the individual after such facility is named/renamed. The group making the request must agree to provide appropriate recognition such as a plaque, portrait, or marker for the facility. The Board will consider the request after its approval by the Superintendent. The Board may decide naming a facility in part for an individual is appropriate action in lieu of naming the whole facility after an individual. The Board holds final responsibility for the naming/renaming of all Board-owned facilities.

Yes: Mrs. Carmean, Mr. Hunter, Ms. Canales, Mr. Langenderfer, Mr. Kiser (5)

It was moved by Mr. Langenderfer and seconded by Mr. Kiser to accept the Superintendent's recommendation to approve textbook as presented:

Textbook
Adoption:
 196-4/16

A. Temas

- \$6,806.64 (30 AP Test Prep books at \$115.00 each; 30 Temas Student Edition books at \$105 each)
- Course: AP Spanish
- Authors: Partheria Draggett, Cole Colin, Max Ehram, Elizabeth Millan
- **Publisher:** Vista Higher Learning
- **Copyright Date:** 2014
- **ISBN:** 978-1-62680-412-8

Yes: Mr. Hunter, Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean (5)

It was moved by Ms. Canales and seconded by Mr. Kiser to accept the Superintendent's recommendation to approve, Per Policy 6320, the following requests:

Purchases
over
\$25,000:
 197-4/16

A. Apex Learning Inc.

- \$80,207.50
- 250 Unlimited Subscriptions
 - Up to 250 student user accounts can be issued at any given time
 - Each user account can be enrolled in any number of available courses
 - When one student no longer needs APEX another student can be enrolled in their place
- Includes support and training
- From June 13, 2016 through July 31, 2019

B. Marianna Industries

- \$125,497.50
- Equipment for Cosmetology labs

Yes: Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean, Mr. Hunter (5)

14494
Resolution for
Suder Ave.
Sidewalk
Easement:
198-4/16

It was moved by Mr. Kiser and seconded by Mr. Langenderfer to accept the Treasurer's recommendation to approve the resolution for the Suder Avenue Sidewalk Easement as presented:

RESOLUTION

That **Washington Local Schools Board of Education, fka The Board of Education of Washington Township**, the Grantors, in consideration of One and No/100 Dollars (\$1.00), and other good and valuable considerations, to them paid by the **Board of Lucas County, Ohio Commissioners**, the Grantee, does hereby grant, bargain, sell, convey and release to the said Grantee, its successors and assigns forever, an easement for the construction and maintenance of a sidewalk in over and through the following described real property:

See attached Exhibit "A"

TO HAVE AND TO HOLD said easement rights with all the rights, privileges and appurtenances thereto belonging to the Grantee, its successors and assigns forever.

The Grantor, for themselves, their successors and assigns, retain the right to use the attached described property for any and all purposes, provided that such use does not interfere with nor impair the exercise of the rights herein granted.

The Grantor claims title by instrument recorded in Volume. 1486, Pg. 504 of Deeds, Lucas County, Ohio, Records.

The Grantor hereby covenants that they are the true and lawful owners of said premises and are well seized of the same, and have good right and full power to bargain, sell and convey the same in the manner aforesaid.

Yes: Mr. Kiser, Mrs. Carmean, Mr. Hunter, Mr. Langenderfer (4)
Abstain: Ms. Canales (1)

Addendum 1-
Real Estate
Purchase
Agreement:
199-4/16

It was moved by Mr. Kiser and seconded by Mr. Langenderfer to accept the Treasurer's recommendation to enter into the Real Estate Purchase Agreement, by adopting the following resolution:

WASHINGTON LOCAL SCHOOLS BOARD RESOLUTION

BE IT RESOLVED, that the Board of Education enter into the Real Estate Purchase Agreement for the purchase of the real property located at 5649 Suder Avenue, Toledo, Ohio 43611 (the "Property"), from G.T.H. L.P., in the form attached hereto as Exhibit A, for a purchase price of \$215,000.00 (the "Purchase Agreement").

BE IT FURTHER RESOLVED, that upon the satisfaction of all conditions in the Purchase Agreement, the President of the Board and The Board Treasurer are hereby authorized to execute any and all documents, and take any all actions, necessary to consummate the purchase of the Property.

Yes: Mrs. Carmean, Mr. Hunter, Mr. Langenderfer, Mr. Kiser (4)

Abstain: Ms. Canales (1)

It was moved by Ms. Canales and seconded by Mr. Kiser to accept the Superintendent's recommendation to approve the Master Agreement with the Teachers' Association of Washington Local Schools (TAWLS) effective July 1, 2016 through June 30, 2018 as presented:

Master
Agreement-
TAWLS:
200-4/16

- Base Salary: Increase 3% on the base in 2016-17 plus \$250 stipend in October 2016
Increase 2.5% on the base in 2017-2018
Includes teacher, EDI, tutor, psychologists and hourly nurse rates
- Hourly Salary: All hourly rates (except curriculum hourly rate) and EDI will receive the above percent increases
Proficiency Tutors and Instructional Tutors will have a Step 5 in Appendix C, which will be \$1.50 above the Step 0 rate
- Health Care: Health Care contribution will be 8% of the monthly premium for 2016-2017
Health Care contribution will be 10% of the monthly premium for 2017-2018
Rate cap of \$50 per month for single and \$130 per month for family for 2016-2018 (Change will be effective with 2016-2017 contracted salary.)
Out of pocket changed from \$250/\$500 to \$1,000/\$2,000
Emergency Room changed from \$50 to \$100
- Personal Days: Unused days shall be compensated at \$130 per day
- Tuition Benefits: 2016-2017 = \$60,000
2017-2018 = \$60,000
- TAWLS representative will receive \$600 from the district reimbursement fund.
- Retirement Pay: Days 1 to 300 at \$90.00 per day
Days 301 to 350 at \$95.00 per day
Days 351 and over at \$100.00 per day

Yes: Mrs. Carmean, Mr. Hunter, Ms. Canales, Mr. Langenderfer, Mr. Kiser (5)

It was moved by Ms. Canales and seconded by Mr. Kiser to accept the Superintendent's recommendation to approve, via consent motion, personnel items 1 of 3 as presented:

1. RESIGNATIONS

A. Certified Personnel

- | | | | |
|----|--------------------|--|---------------------------|
| 1. | Kristin Blochowski | Criminal Justice
CTC
From Unpaid Personal Leave
2015/16 | 06/30/2016
Resignation |
| 2. | Jennifer Siler | Science
Whitmer | 08/10/2016
Resignation |

B. Classified Personnel

- | | | | |
|----|--------------|--------------------------------------|-------------------------------------|
| 1. | Norma Halsey | Nutrition Service Worker
Hiawatha | 03/09/2016
Resignation |
| 2. | Holly Martin | Bus Driver
Transportation | 04/25/2016
Resignation |
| 3. | Susan Norton | Classroom Aide
Greenwood | 06/30/2016
Retirement
11 yrs. |
| 4. | Judy Porter | Classroom Aide
Greenwood | 06/30/2016
Retirement
17 yrs. |

C. Extra Duty Personnel

- | | | | |
|----|------------------|---|------------|
| 1. | Joshua Adams | #026 Wrestling-Head Coach | 06/30/2016 |
| 2. | Krista Balwinski | #210-2 Dept Chair-Whitmer-Foreign Lang | 06/30/2016 |
| 3. | Sean Flemmings | #017-2 Basketball-Head Coach-Girls | 06/30/2016 |
| 4. | Lynn Jager | #171L-15a Safety Patrol Coord-Shoreland | 06/30/2016 |
| 5. | Lorna Johnson | #141L-1 Art Club | 06/30/2016 |

2. LEAVES OF ABSENCE

A. Certified Personnel

- | | | | |
|----|-------------------|-----------------|-------------------------|
| 1. | Katherine Brown | Maternity Leave | 04/15/2016 – 05/26/2016 |
| 2. | Amber Knaggs | Maternity Leave | 05/02/2016 – 06/03/2016 |
| 3. | Bethany Petras | Maternity Leave | 04/28/2016 – 06/03/2016 |
| 4. | Rachael Szymanski | Maternity Leave | 04/27/2016 – 06/09/2016 |

B. Classified Personnel

- | | | | |
|----|---------------|---------------|------------------------|
| 1. | Patrick Smith | Medical Leave | 03/10/2016 – 5/20/2016 |
|----|---------------|---------------|------------------------|

C. Workers Compensation

- | | | | |
|----|----------------|--------------|-------------------------|
| 1. | Vickie Steiner | Unpaid Leave | 03/11/2016 – 05/31/2016 |
|----|----------------|--------------|-------------------------|

3. NOMINATIONS – 2015/16

A. Classified Personnel

- | | | | |
|----|-------------|---|------------|
| 1. | Rachel Hill | Safety Aide – Shoreland
3 hrs./day
Sched. K, Step 0 @ \$14.73/hr. | 04/21/2016 |
|----|-------------|---|------------|

B. Extra Duty Personnel

1. Jerome Potts** #30 Wrestling Club-Director/Whitmer \$ 837.00
**Consultant

C. Substitute Certified Personnel

1. Benjamin Dougherty 2. Kathleen Inderbitzin 3. Sarah Stibaner

D. Substitute Classified Personnel

1. Dennis Fall 3. Diana Hiller 6. Jamie Redd
2. Marilyn Gritzmaker- 4. Tyler Klem 7. Dana Richards
Vollmar 5. Kyle McClure 8. Jeanine Tomasi

E. Physical Education Program @ \$200.00 per program

1. Craig Aman Wernert
6th Grade Volleyball Tournament
2. Jeremie Forche Shoreland
Hot Shot Competition, Hot Shot Finals, 6th Grade Volleyball Tournament
3. Gradon Goa Meadowvale
Hot Shot Competition, Hot Shot Finals, 6th Grade Volleyball Tournament
4. Jamie Hesselbein Monac
Hot Shot Competition, 6th Grade Volleyball Tournament
5. Chad Pennywitt McGregor
Hot Shot Competition, Hot Shot Finals, 6th Grade Volleyball Tournament
6. Christine Rupp Greenwood
Hot Shot Competition, Hot Shot Finals, 6th Grade Volleyball Tournament
7. Diana Sampson (Prof. Tutor) Hiawatha
6th Grade Volleyball Tournament
8. Charles Townsend Jackman
Hot Shot Competition, Hot Shot Finals, 6th Grade Volleyball Tournament

F. Videographer – Basketball @ \$20.00/game

1. Bailey Baker 26 games

G. Professional Support Staff Mentors (PACE) @ \$325.00 per semester

1. Rodney Missler

H. Golf Chair Stipends

1. Melissa Cogar Golf Co-Chairperson \$ 666.00
2. Rebecca Swisher Golf Co-Chairperson \$ 666.00

I. Registration Office Summer Help @ \$10.00/hr.

As Needed Basis

1. Tonya Lewallen 3. Sarah Rowland
2. Kathryn Mikolajczyk 4. Robin Samples

J. Registration Office Summer Help

As Needed Basis

1. Kimberly Knakiewicz Contracted Rate of Pay

K. Home Instruction Personnel @ \$25.56/hr.

1. James Nino

Personnel

Items

1 of 3-

Continued:

L. Stagehands/Technical Technicians @ \$8.10/hr.

1. Nick Hart

M. Tech Prep Summer Camp @ \$483.00 each

June 13 and June 14, 2016

Perkins Grant and a Northwest Ohio Tech Prep Consortium Grant

- | | | |
|-------------------|--------------------|----------------------|
| 1. Brian Anderson | 5. Michael DuShane | 9. Alexa Kehres |
| 2. Reis Baidel | 6. Leslie Fish | 10. Tadek Stadniczuk |
| 3. Joseph Brower | 7. Linda Good | 11. Jodie Tucker |
| 4. Teresa Crozier | 8. Justin Johnson | 12. Mark White |

N. Career Tech Program Career Passport Project

Perkins Grant

1. Jamie Squibb \$ 2,100.00

O. Career Tech Publication Projects

Perkins Grant

1. Linda Hergenrather \$ 1,800.00

P. Cosmetology Curriculum updates required by the Ohio State Board**Of Cosmetology**

Perkins Grant

1. Kimberlee Farnham \$ 300.00

Q. Elementary Music Program

1. Heather Rotunno Shoreland April 6, 2016 \$ 200.00

4. NOMINATIONS – 2016/17**A. CLASSIFIED PERSONNEL – LIMITED CONTRACTS**

- | | | |
|------------------------|---------------------|------------------------|
| 1. Pamela Appleman | 10. Ashley Lipscomb | 19. Elisa Shine |
| 2. David Bauman | 11. Jeffery Mack | 20. Vicki Swartz |
| 3. Travis Galloway | 12. Melanie Marquis | 21. Henry Tobler, IV |
| 4. Kelli Hamilton | 13. Angela Pedelose | 22. Arthur Winzenried |
| 5. Maranda Hartman | 14. Teresa Pierce | 23. Cynthia Winzenried |
| 6. Angela Jacobiak | 15. Randolph Roth | 24. Kerry Woodward |
| 7. Joseph Jones | 16. Sarah Rowland | 25. Courtney Zenz |
| 8. Tonya King | 17. John Rybarczyk | 26. Nancy Zimmer |
| 9. Bradford Kotlarczyk | 18. Douglas Sams | |

B. CLASSIFIED PERSONNEL – CONTINUING CONTRACTS

- | | | |
|-------------------|---------------------------|---------------------------|
| 1. April Anthony | 11. Ronald Hetherington | 21. Alisa Rowland |
| 2. Lisa Burkett | 12. Victoria Hetherington | 22. Beverly Schick-Cowell |
| 3. Brandon Carter | 13. Susan Kutz | 23. Desiree' Sharp |
| 4. Harold Cilley | 14. Angela Mingione | 24. Michael Shea |
| 5. Melissa Cogar | 15. Michael Owens | 25. Jordan Sparks |
| 6. Jessica Cole | 16. Diana Palicki | 26. Shurell Tidwell |
| 7. Susan Davis | 17. Carrie Peart | 27. |
| 8. Melissa DeMoe | 18. Caroline Phillips | |
| 9. Kenneth Erard | 19. Wendy Pool | |
| 10. Randi Henning | 20. Kenneth Richards | |

5. CHANGE OF CONTRACT

Personnel
Items 2 of 3:
202-4/16

A. Proficiency Tutor – One Year Limited Contract

1. Carmella Gulick Jackman
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016

B. Classified Personnel

1. Sarah Rowland From Safety Aide – Shoreland
(3 hrs./day) to Safety Aide –
Monac (2 hrs./day)
No change in Schedule, Step or Hourly Rate
Effective: April 6, 2016
2. Desiree' Sharp From Library Media/Clerk –
Wernert/Jackman (8 hrs./day) to
Classroom Aide – Wernert (7 hrs./day)
No change in Schedule, Step or Hourly Rate
Effective: March 16, 2016

Yes: Mr. Hunter, Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean (5)

It was moved by Mr. Kiser and seconded by Mrs. Carmean to accept the Superintendent's recommendation to approve, via consent motion, personnel items 2 of 3 as presented:

1. LEAVE OF ABSENCE

Personnel
Items 3 of 3:
203-4/16

A. Certified Personnel

1. Shauna Hunter Maternity Leave 04/06/2016 - 04/08/2016

Yes: Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean (4)
Abstain: Mr. Hunter (1)

It was moved by Ms. Canales and seconded by Mrs. Carmean to accept the Superintendent's recommendation to approve, via consent motion, personnel items 3 of 3 as presented:

1. NOMINATIONS – 2015/16

A. Golf Chair Stipends

1. Wendy Kiser Golf Co-Chairperson \$ 666.00

Yes: Mr. Langenderfer, Mrs. Carmean, Mr. Hunter, Ms. Canales (4)
Abstain: Mr. Kiser (1)

It was moved by Mr. Kiser and seconded by Mrs. Carmean to accept the Treasurer's recommendation to approve the minutes approve the minutes of the regular meetings of March 5 and March 16, 2016 as presented.

Minutes:
204-4/16

Yes: Mr. Langenderfer, Mr. Kiser, Mrs. Carmean, Mr. Hunter, Ms. Canales (5)

Financial
Reports &
Investments:
205-4/16

The Board was presented with the following reports for March:

1. Summary of Cash Balances, Revenue, General Fund Revenue Detail and Expenses for the Month
2. Cash Report of All Funds
3. Schedule of Checks Written
4. Summary of Investments and Earnings

It was moved by Mr. Kiser and seconded by Ms. Canales to accept the Treasurer's recommendation to approve the financial report and investments as presented.

Yes: Mr. Kiser, Mrs. Carmean, Mr. Hunter, Ms. Canales, Mr. Langenderfer (5)

Payment of
Legal Fees:
206-4/16

It was moved by Ms. Canales and seconded by Mr. Kiser to accept the Treasurer's recommendation to approve payment of legal fees as presented:

Bricker & Eckler	February Services	\$8,745.00
Spengler Nathanson	January Services (Invoice was not available for the March meeting)	\$1,993.40
Spengler Nathanson	February Services	\$2,579.35
ESC of Lake Erie West	EBS Consortium Fees	\$ 66.40

Yes: Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean, Mr. Hunter (5)

Acceptance of
Tax Rates:
207-4/16

It was moved by Ms. Canales and seconded by Mrs. Carmean to accept the Treasurer's recommendation to accept the tax rates to be used for tax collection in fiscal year 2016/2017 as set by the Lucas County Budget Commission as presented:

Said tax rates to be 75.0 mills outside the 10 mill limitation and 5.30 mills inside the 10 mill limitation for the General Fund and 3.20 mills outside the 10 mill limitation for Capital Projects for a total of 78.20 mills outside the 10 mill limitation.

Yes: Mr. Hunter, Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean (5)

Change Order:
208-4/16

It was moved by Mr. Kiser and seconded by Mrs. Carmean to accept the Treasurer's recommendation to approve a Change Order for the McGregor Additions/Portable Replacements as presented:

- A. Midwest Contracting, Inc.
• \$54,142.00

Yes: Ms. Canales, Mr. Kiser, Mrs. Carmean, Mr. Hunter (4)

No: Mr. Langenderfer

It was moved by Mr. Langenderfer and seconded by Mr. Kiser to accept the Treasurer's recommendation to accept, Per Policy 6320, requests as presented:

- A. Request from Doug Keller, Assistant Supervisor of Facilities
Nichols Paper & Supply: Summer Cleaning Supplies
Purchase Total..... \$32,590.46

Purchases over
\$25,000:
209-4/16

Yes: Mr. Langenderfer, Mr. Kiser, Mrs. Carmean, Mr. Hunter, Ms. Canales (5)

It was moved by Ms. Canales and seconded by Mrs. Carmean to accept the Treasurer's recommendation to approve payment for additional compensation to Jill Laytart, Secretary/ Assistant to Treasurer, beginning May 2, 2016 in the amount of \$62.00 per day. This additional compensation is due to the medical leave of Beverly Schick-Cowell, Business Secretary.

Additional Compensation:
210-4/16

Yes: Mr. Hunter, Ms. Canales, Mr. Langenderfer, Mr. Kiser, Mrs. Carmean (5)

It was moved by Ms. Canales and seconded by Mrs. Carmean that this meeting be adjourned at 6:31 p.m.

Adjournment:
211-4/16

Yes: Mr. Kiser, Mrs. Carmean, Mr. Hunter, Ms. Canales, Mr. Langenderfer (5)

Let the record show that an audio recording of this meeting has been made and is on file in the Office of the Treasurer.

Approved: _____
(President)

Attest: _____
(Treasurer)

4. Financial Reports and Investments

Each month the Board is presented with the following Financial Reports:

- (1) Summary of Cash Balances, Revenue, General Fund Revenue Detail and Expenses for the Month
- (2) Cash Report of All funds
- (3) Schedule of Checks Written
- (4) Summary of Investments and Earnings

The Treasurer will give a brief summary and answer any questions. The Treasurer recommends that the Board of Education approve the Financial Report and Investments for the month of April as presented.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

SUMMARY OF CASH BALANCE BY FUND

04/30/2016

ACCOUNT TITLE	THIS MONTH ACTIVITY	FY BEGINNING BALANCE	YEAR TO DATE ACTIVITY	END OF MONTH CASH BALANCE
GENERAL	-1,294,222.25	29,090,945.98	5,687,887.72	34,778,833.70
BOND RETIREMENT	0.00	0.00	0.00	0.00
PERMANENT IMPROVEMENT	-247,605.84	6,012,087.97	-7,455.64	6,004,632.33
BUILDING	0.00	9,775.80	-9,775.80	0.00
FOOD SERVICE	96,493.13	39,878.76	110,378.94	150,257.70
SPECIAL TRUST	7,724.71	90,267.21	105,491.47	195,758.68
ENDOWMENT	20.63	65,498.19	1,429.21	66,927.40
UNIFORM SCHOOL SUPPLIES	465.85	137,592.03	59,057.52	196,649.55
ROTARY-SPECIAL SERVICES	5,573.10	26,186.48	-5,979.80	20,206.68
ADULT EDUCATION	0.00	0.00	0.00	0.00
PUBLIC SCHOOL SUPPORT	995.94	113,414.71	-13.69	113,401.02
OTHER GRANT	0.00	1,557.76	-138.70	1,419.06
DISTRICT AGENCY	0.00	0.00	1,244.44	1,244.44
EMPLOYEE BENEFITS SELF INS.	66,293.25	2,825,112.33	775,060.30	3,600,172.63
UNDERGROUND STORAGE TANK FUND	0.00	55,000.00	0.00	55,000.00
STUDENT MANAGED ACTIVITY	18,939.17	187,851.73	50,957.09	238,808.82
DISTRICT MANAGED ACTIVITY	30,847.60	302,247.39	89,432.25	391,679.64
AUXILIARY SERVICES	-37,094.25	149,162.86	347,869.36	497,032.22
MANAGEMENT INFORMATION SYSTEM	0.00	0.00	0.00	0.00
DATA COMMUNICATION FUND	-19,800.00	0.00	0.00	0.00
OHIO READS	0.00	0.00	0.00	0.00
VOCATIONAL EDUC. ENHANCEMENTS	0.00	5,000.00	1,000.00	6,000.00
MISCELLANEOUS STATE GRANT FUND	-77.52	14,848.21	73.92	14,922.13
ADULT BASIC EDUCATION	0.00	0.00	0.00	0.00
IDEA PART B GRANTS	-294.36	77,618.66	16,318.33	93,936.99
VOC ED: CARL D. PERKINS - 1984	1,811.24	29,348.73	-5,736.93	23,611.80
TITLE II D - TECHNOLOGY	0.00	0.00	0.00	0.00
TITLE I SCHOOL IMPROVEMENT A	0.00	0.00	0.00	0.00
TITLE I SCHOOL IMPROVEMENT G	0.00	0.00	0.00	0.00
LIMITED ENGLISH PROFICIENCY	-7.24	11,461.19	-1,468.43	9,992.76
TITLE I DISADVANTAGED CHILDREN	-1,714.95	131,874.29	-40,002.71	91,871.58
DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00
IMPROVING TEACHER QUALITY	294.85	39,729.99	117.86	39,847.85
MISCELLANEOUS FED. GRANT FUND	0.00	0.00	0.00	0.00
REPORT TOTAL:	-1,371,356.94	39,416,460.27	7,175,746.71	46,592,206.98

Summary of Revenue By Fund

04/30/2016

ACCOUNT TITLE	MONTH ACTUAL RECEIPTS	FISCAL YEAR EST. RECEIPTS	FYTD ACTUAL RECEIPTS	FYTD BALANCE UNCOLLECTED
GENERAL	4,670,188.64	80,513,472.00	71,279,329.75	9,234,142.25
BOND RETIREMENT	0.00	0.00	0.00	0.00
PERMANENT IMPROVEMENT	126,335.10	2,938,436.00	2,756,426.74	182,009.26
BUILDING	0.00	0.00	0.00	0.00
FOOD SERVICE	304,641.22	2,985,100.00	2,353,245.83	631,854.17
SPECIAL TRUST	11,916.91	124,100.00	123,096.84	1,003.16
ENDOWMENT	20.63	5,870.00	1,929.21	3,940.79
UNIFORM SCHOOL SUPPLIES	4,620.70	88,431.00	104,347.76	(15,916.76)
ROTARY-SPECIAL SERVICES	14,539.42	82,900.00	68,548.91	14,351.09
ADULT EDUCATION	0.00	0.00	0.00	0.00
PUBLIC SCHOOL SUPPORT	1,567.17	76,550.00	48,747.02	27,802.98
OTHER GRANT	0.00	0.00	0.00	0.00
DISTRICT AGENCY	0.00	20,000.00	17,316.00	2,684.00
EMPLOYEE BENEFITS SELF INS.	967,657.03	11,305,150.00	9,449,345.52	1,855,804.48
STUDENT MANAGED ACTIVITY	32,746.01	340,780.00	163,414.50	177,365.50
DISTRICT MANAGED ACTIVITY	50,995.40	905,680.00	564,005.71	341,674.29
AUXILIARY SERVICES	135.89	1,013,234.99	932,014.74	81,220.25
MANAGEMENT INFORMATION SYSTEM	0.00	0.00	0.00	0.00
DATA COMMUNICATION FUND	0.00	19,800.00	19,800.00	0.00
OHIO READS	0.00	0.00	0.00	0.00
VOCATIONAL EDUC. ENHANCEMENTS	0.00	31,000.00	6,000.00	25,000.00
MISCELLANEOUS STATE GRANT FUND	6,096.83	131,610.04	78,019.84	53,590.20
ADULT BASIC EDUCATION	0.00	0.00	0.00	0.00
IDEA PART B GRANTS	107,869.96	1,862,815.25	1,294,146.92	568,668.33
VOC ED: CARL D. PERKINS - 1984	4,646.29	150,678.40	134,759.00	15,919.40
TITLE II D - TECHNOLOGY	0.00	0.00	0.00	0.00
TITLE I SCHOOL IMPROVEMENT A	0.00	0.00	0.00	0.00
TITLE I SCHOOL IMPROVEMENT G	0.00	0.00	0.00	0.00
LIMITED ENGLISH PROFICIENCY	850.08	28,661.34	17,032.17	11,629.17
TITLE I DISADVANTAGED CHILDREN	167,631.45	2,467,843.73	1,654,380.05	813,463.68
DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00
IMPROVING TEACHER QUALITY	16,723.46	295,441.09	217,786.31	77,654.78
MISCELLANEOUS FED. GRANT FUND	0.00	0.00	0.00	0.00
REPORT TOTAL	6,489,182.19	105,387,553.84	91,283,692.82	14,103,861.02

Processing Month: April 2016

(REVSEL)

Washington Local

Fnd Rcpt	Sec	Subjct	OPU	Description	FYTD Receivable	FYTD Actual Receipts	MTD Actual Receipts	FYTD Balance Receivable	Pct. Rcvd	
001	1111	0000	000000	000	GEN.PROP.TAX-REAL ESTATE	36,800,000.00	36,914,803.65	26,155.75	114,803.65-	100.3%
001	1121	0000	000000	000	TANG. PERS.PROP.TAX	.00	.00	.00	.00	0.0%
001	1211	0000	000000	000	TUITION - DAY SCHOOL	.00	.00	.00	.00	0.0%
001	1212	0000	000000	000	TUITION-SUMMER SCHOOL	5,000.00	15.00-	.00	5,015.00 -	0.3%
001	1221	0000	000000	000	TUITION SF-14	425,000.00	435,566.16	225,288.38	10,566.16-	102.5%
001	1223	0000	000000	000	SPECIAL ED./EXCESS COST	215,000.00	136,445.67	.00	78,554.33	63.5%
001	1344	0000	000000	000	TRANSPORTATION FEES	120,000.00	75,909.50	1,310.91	44,090.50	63.3%
001	1410	0000	000000	000	INTEREST ON INVESTMENTS	55,000.00	60,774.19	7,954.99	5,774.19-	110.5%
001	1740	0000	000000	030	CLASS FEES - WHITMER	3,626.00	2,065.67	2,028.35-	1,560.33	57.0%
001	1740	0000	000000	055	CLASS FEES GREENWOOD	2,770.00	4,137.00	.00	1,367.00-	149.4%
001	1740	0000	000000	060	CLASS FEES HIAWATHA	4,070.00	3,530.00	10.00	540.00	86.7%
001	1740	0000	000000	090	CLASS FEES JACKMAN	3,350.00	3,020.00	60.00	330.00	90.1%
001	1740	0000	000000	110	CLASS FEES MCGREGOR	4,975.00	5,556.00	.00	581.00-	111.7%
001	1740	0000	000000	120	CLASS FEES MEADOWVALE	5,500.00	5,920.00	.00	420.00-	107.6%
001	1740	0000	000000	130	CLASS FEES MONAC	4,050.00	3,615.00	.00	435.00	89.3%
001	1740	0000	000000	150	CLASS FEES SHORELAND	3,700.00	2,800.00	.00	900.00	75.7%
001	1740	0000	000000	160	CLASS FEES TRILBY	.00	.00	.00	.00	0.0%
001	1740	0000	000000	170	CLASS FEES WERNERT	1,959.00	3,470.00	.00	1,511.00-	177.1%
001	1790	0000	000000	000	SET ASIDE ADJUSTMENT TRANSFER	1,426,641.20-	1,426,641.20-	.00	.00	0.0%
001	1810	0000	000000	000	RENTALS	85,000.00	73,004.00	16,213.50	11,996.00	85.9%
001	1820	0000	000000	000	CONTRIBUTIONS/DONATIONS	.00	.00	.00	.00	0.0%
001	1830	0000	000000	000	OTHER LOCAL REIMBURSEMENT	.00	.00	.00	.00	0.0%
001	1880	0000	000000	000	ABATEMENT PAYMENTS	275,000.00	313,270.88	.01	38,270.88-	113.9%
001	1890	0000	000000	000	OTHER RECEIPTS-LOCAL	75,000.00	55,059.84	988.35	19,940.16	73.4%
001	1890	0000	000000	030	MISC. WHITMER FEES ADJUSTMENT	.00	114.00	.00	114.00-	0.0%
001	1933	0000	000000	000	SALE & LOSS OF ASSETS	1,000.00	400.00	.00	600.00	40.0%
001	2400	0000	000000	000	PAYMENT IN LIEU OF TAXES - TIF	4,310,000.00	4,312,072.45	2,160,562.01	2,072.45-	100.0%
001	3110	0000	000000	000	SCHOOL FOUND.-BASIC ALLOW	25,300,000.00	21,364,329.69	2,087,452.66	3,935,670.31	84.4%
001	3131	0000	000000	000	10% AND 2.5% ROLLBACK	2,500,000.00	1,255,843.91	.00	1,244,156.09	50.2%
001	3132	0000	000000	000	HOMESTEAD EXEMPTION	1,750,000.00	881,564.74	.00	868,435.26	50.4%
001	3133	0000	000000	000	\$10,000 PERSONAL PROPERTY TAX EXEMPTIO	.00	.00	.00	.00	0.0%
001	3134	0000	000000	000	ELECTRIC DEREGULATION PROP TAX REPLACE	.00	.00	.00	.00	0.0%
001	3135	0000	000000	000	TANGIBLE PERSONAL PROPERTY TAX LOSS	5,243,472.00	2,620,947.79	.00	2,622,524.21	50.0%
001	3139	0000	000000	000	OTHER PROPERTY TAX ALLOCATIONS/CASINO	.00	.00	.00	.00	0.0%
001	3190	0000	000000	000	CASINO TAX REVENUE	350,000.00	353,275.46	.00	3,275.46-	100.9%
001	3211	0000	000000	000	ECON DISADVANTAGED FUND	1,000,000.00	770,125.55	52,182.37	229,874.45	77.0%
001	3219	0000	000000	000	RESTRICTED CAREER TECH./SPECIAL EDUCAT	1,100,000.00	815,410.65	81,541.06	284,589.35	74.1%
001	4220	0000	000000	000	COMMUNITY ALTERNATIVE FUNDING SYSTEM (335,000.00	265,635.30	12,497.00	69,364.70	79.3%
001	5100	0000	000000	000	TRANSFERS - IN	.00	.00	.00	.00	0.0%
001	5220	0000	000000	000	GEN.FUND ADVANCES - IN	400,000.00	400,000.00	.00	.00	100.0%
001	5300	0000	000000	000	REFUND PRIOR YEAR EXPEND.	135,000.00	140,677.65	.00	5,677.65-	104.2%
** Fund 001 Sec 0000 Totals					79,086,830.80	69,852,688.55	4,670,188.64	9,234,142.25	88.3%	
001	1790	9190	000000	000	SET ASIDE ADJUSTMENT TRANSFER	.00	.00	.00	.00	0.0%

Processing Month: April 2016

(REVSEL)

Washington Local

Fnd Rcpt	Sc	Subjct	OPU	Description	FYTD Receivable	FYTD Actual Receipts	MTD Actual Receipts	FYTD Balance Receivable	Pct. Rcvd
001	5100	9190	000000 000	TRANSFERS IN	.00	.00	.00	.00	0.0%
			** Fund 001 Sc 9190	Totals	.00	.00	.00	.00	0.0%
001	1790	9192	000000 000	SET ASIDE ADJUSTMENT TRANSFER	1,426,641.20	1,426,641.20	.00	.00	100.0%
			** Fund 001 Sc 9192	Totals	1,426,641.20	1,426,641.20	.00	.00	100.0%
001	1790	9193	000000 000	GENERAL OTHER CLASSRM MATERIAL/FEE	.00	.00	.00	.00	0.0%
001	1890	9193	000000 000	OTHER RECEIPTS-LOCAL	.00	.00	.00	.00	0.0%
001	2400	9193	000000 000	PAYMENT IN LIEU OF TAXES	.00	.00	.00	.00	0.0%
			** Fund 001 Sc 9193	Totals	.00	.00	.00	.00	0.0%
001	1790	9194	000000 000	BUS FUND ADJUSTMENT	.00	.00	.00	.00	0.0%
001	3212	9194	000000 000	BUS RESTRICTED GRANT	.00	.00	.00	.00	0.0%
			** Fund 001 Sc 9194	Totals	.00	.00	.00	.00	0.0%
001	1790	9196	000000 000	BUDGET RESERVE ADJUSTMENT	.00	.00	.00	.00	0.0%
			** Fund 001 Sc 9196	Totals	.00	.00	.00	.00	0.0%
Grand Total All Funds					80,513,472.00	71,279,329.75	4670,188.64	9,234,142.25	88.5%

WASHINGTON LOCAL SCHOOLS
Summary of Expenditures by Fund
04/30/2016

ACCOUNT ITEM	FYTD APPROPRIATION	FYTD ACTUAL EXPENDITURES	MONTH TO DATE EXPENDITURES	CURRENT ENCUMBRANCES	FYTD UNENCUM. BALANCE	FYTD % EXP OR ENCUM.
GENERAL	82,083,217.65	65,591,442.03	5,964,410.89	2,424,522.35	14,067,253.27	82.86
BOND RETIREMENT	0.00	0.00	0.00	0.00	0.00	
PERMANENT IMPROVEMENT	8,430,672.94	2,763,882.38	373,940.94	5,389,830.82	276,959.74	96.71
BUILDING	9,775.80	9,775.80	0.00	0.00	0.00	100.00
FOOD SERVICE	2,880,200.00	2,242,866.89	208,148.09	112,876.88	524,456.23	81.79
SPECIAL TRUST	50,000.00	17,605.37	4,192.20	0.00	32,394.63	35.21
ENDOWMENT	2,000.00	500.00	0.00	0.00	1,500.00	25.00
UNIFORM SCHOOL SUPPLIES	186,654.39	45,290.24	4,154.85	24,351.64	117,012.51	37.31
ROTARY-SPECIAL SERVICES	104,241.33	74,528.71	8,966.32	33,225.81	(3,513.19)	103.37
ADULT EDUCATION	0.00	0.00	0.00	0.00	0.00	
PUBLIC SCHOOL SUPPORT	116,678.89	48,760.71	571.23	12,769.74	55,148.44	52.73
OTHER GRANT	1,557.76	138.70	0.00	0.00	1,419.06	8.90
DISTRICT AGENCY	17,316.00	16,071.56	0.00	0.00	1,244.44	92.81
EMPLOYEE BENEFITS SELF INS.	10,557,095.08	8,674,285.22	901,363.78	116,664.07	1,766,145.79	83.27
STUDENT MANAGED ACTIVITY	366,374.60	112,457.41	13,806.84	65,184.35	188,732.84	48.49
DISTRICT MANAGED ACTIVITY	974,774.55	474,573.46	20,147.80	72,964.67	427,236.42	56.17
AUXILIARY SERVICES	1,162,096.84	584,145.38	37,230.14	321,345.76	256,605.70	77.92
MANAGEMENT INFORMATION SYSTEM	0.00	0.00	0.00	0.00	0.00	
DATA COMMUNICATION FUND	19,800.00	19,800.00	19,800.00	0.00	0.00	100.00
OHIO READS	0.00	0.00	0.00	0.00	0.00	
VOCATIONAL EDUC. ENHANCEMENTS	22,645.00	5,000.00	0.00	0.00	17,645.00	22.08
MISCELLANEOUS STATE GRANT FUND	126,242.43	77,945.92	6,174.35	0.00	48,296.51	61.74
ADULT BASIC EDUCATION	0.00	0.00	0.00	0.00	0.00	
IDEA PART B GRANTS	1,845,433.91	1,277,828.59	108,164.32	35,430.76	532,174.56	71.16
VOC ED: CARL D. PERKINS - 1984	159,568.02	140,495.93	2,835.05	7,290.52	11,781.57	92.62
TITLE II D - TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	
TITLE I SCHOOL IMPROVEMENT A	0.00	0.00	0.00	0.00	0.00	
TITLE I SCHOOL IMPROVEMENT G	0.00	0.00	0.00	0.00	0.00	
LIMITED ENGLISH PROFICIENCY	30,122.53	18,500.60	857.32	0.00	11,621.93	61.42
TITLE I DISADVANTAGED CHILDREN	2,504,718.02	1,694,382.76	169,346.40	41,325.69	769,009.57	69.30
DRUG FREE SCHOOL GRANT FUND	0.00	0.00	0.00	0.00	0.00	
IMPROVING TEACHER QUALITY	295,171.08	217,668.45	16,428.61	0.00	77,502.63	73.74
MISCELLANEOUS FED. GRANT FUND	0.00	0.00	0.00	0.00	0.00	
	111,946,356.82	84,107,946.11	7,860,539.13	8,657,783.06	19,180,627.65	82.87

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	MTD	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
001 0000	GENERAL FUND, COST CENTER								
	25,698,994.16	4,670,188.64	69,852,688.55	5,900,855.45	63,667,683.58	31,883,999.13	2,135,453.25	29,748,545.88	
001 9190	GENERAL FUND, TEXT/INSTR.MAT.SET-ASIDE								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
001 9192	GENERAL FUND, CAP.IMPR./MAINT.SET-ASIDE								
	233,048.18-	0.00	1,426,641.20	63,555.44	1,923,758.45	730,165.43-	289,069.10	1,019,234.53-	
001 9193	GENERAL FUND, TAX ABATEMENT								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
001 9194	GENERAL FUND, SCHOOL BUS FUND								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
001 9196	GENERAL FUND, HB 412-BUDGET RESERVE								
	3,625,000.00	0.00	0.00	0.00	0.00	3,625,000.00	0.00	3,625,000.00	
	TOTAL FOR Fund 001 - GENERAL:								
	29,090,945.98	4,670,188.64	71,279,329.75	5,964,410.89	65,591,442.03	34,778,833.70	2,424,522.35	32,354,311.35	
002 9602	BOND RETIREMENT, DEBT SERVICE-PERM.IMP.TAN								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
002 9613	BOND RETIREMENT, DEBT SERVICE - COPS								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
002 9699	BOND RETIREMENT, HB 264-WW ENERGY MNGT.PLA								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	TOTAL FOR Fund 002 - BOND RETIREMENT:								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
003 9001	PERMANENT IMPROVEMENT, HORACE MANN P.I. FUND								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
003 9006	P.I. STADIUM RENOVATION-TURF/SCOREBRD								
	89,382.01-	4,348.68	163,299.39	0.00	0.00	73,917.38	0.00	73,917.38	
003 9013	PERMANENT IMPROVEMENT-TRILBY PROPERTY								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
003 9099	P.I. LEVY FUND								
	6,101,469.98	121,986.42	2,593,127.35	373,940.94	2,763,882.38	5,930,714.95	5,389,830.82	540,884.13	
	TOTAL FOR Fund 003 - PERMANENT IMPROVEMENT:								
	6,012,087.97	126,335.10	2,756,426.74	373,940.94	2,763,882.38	6,004,632.33	5,389,830.82	614,801.51	

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin Balance	MTD Receipts	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
004	9613 BUILDING FUND							
	9,775.80	0.00	0.00	0.00	9,775.80	0.00	0.00	0.00
	TOTAL FOR Fund 004 - BUILDING:							
	9,775.80	0.00	0.00	0.00	9,775.80	0.00	0.00	0.00
006	0000 CAFETERIA, COST CENTER							
	39,878.76	304,641.22	2,353,245.83	208,148.09	2,242,866.89	150,257.70	112,876.88	37,380.82
	TOTAL FOR Fund 006 - FOOD SERVICE:							
	39,878.76	304,641.22	2,353,245.83	208,148.09	2,242,866.89	150,257.70	112,876.88	37,380.82
007	9013 WHITMER CAREER & TECHNOLOGY CTR SCHOLARSHIP							
	4,500.00	0.00	0.00	0.00	1,500.00	3,000.00	0.00	3,000.00
007	9015 TRUST FUNDS, DIANE RUIZ SCHOLARSHIP FUND							
	0.00	24.69	80,100.38	0.00	0.00	80,100.38	0.00	80,100.38
007	9067 TRUST FUNDS, EMPLOYEE RECOGNITION FUND							
	17,934.88	0.00	22,148.00	4,192.20	13,960.73	26,122.15	0.00	26,122.15
007	9083 TRUST FUNDS, EMP.MEM.SCHOLARSHIP FUND							
	32,652.35	11,892.22	19,424.79	0.00	535.97	51,541.17	0.00	51,541.17
007	9088 TRUST FUNDS, STALE CHECKS							
	35,179.98	0.00	1,423.67	0.00	1,608.67	34,994.98	0.00	34,994.98
	TOTAL FOR Fund 007 - SPECIAL TRUST:							
	90,267.21	11,916.91	123,096.84	4,192.20	17,605.37	195,758.68	0.00	195,758.68
008	9011 JODI FRANCIS EDUCATION SCHOLARSHIP							
	19,281.24	5.99	141.78	0.00	0.00	19,423.02	0.00	19,423.02
008	9082 TRUST FUNDS, TRILBY SPORTSMEN SCHOLARSHIP							
	24,941.33	7.70	54.51	0.00	0.00	24,995.84	0.00	24,995.84
008	9085 TRUST FUNDS, K. E. BISHOP SCHOLARSHIP							
	14,875.48	4.58	482.28	0.00	500.00	14,857.76	0.00	14,857.76
008	9086 TRUST FUNDS, LA POINT SCHOLARSHIP							
	6,400.14	2.36	1,250.64	0.00	0.00	7,650.78	0.00	7,650.78
	TOTAL FOR Fund 008 - ENDOWMENT:							
	65,498.19	20.63	1,929.21	0.00	500.00	66,927.40	0.00	66,927.40
009	9700 SUPPLY RESALE/ART DISTRICT							
	3,643.04	1,023.31	14,741.30	1,980.72	7,897.84	10,486.50	9,307.89	1,178.61

Date: 05/03/2016
 Time: 1:32 pm

Washington Local
 Financial Report by Fund/SCC/Fund
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Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin Balance	MTD Receipts	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
009 9702	SUPPLY RESALE/ART JEFFERSON	261.95-	0.00	1,310.14	0.00	983.39	64.80	0.00	64.80
009 9703	SUPPLY RESALE/ART WASHINGTON	196.33	0.00	1,422.43	0.00	1,501.66	117.10	0.00	117.10
009 9704	MALCOLM-BAIN CENTER	11.00	0.00	0.00	0.00	0.00	11.00	0.00	11.00
009 9705	SUPPLY RESALE/BUSINESS WHITMER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9706	SUPPLY RESALE/CAREER PATHWAYS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9707	SUPPLY RESALE/COMPUTER TECH JEFFERSON	7,253.14	0.00	0.00	0.00	0.00	7,253.14	0.00	7,253.14
009 9708	COMPUTER TECH WASHINGTON	3,821.33	0.00	0.00	0.00	0.00	3,821.33	0.00	3,821.33
009 9710	SUPPLY RESALE/ENGLISH JEFFERSON	4,144.14	0.00	1,572.17	0.00	142.47	5,573.84	0.00	5,573.84
009 9711	SUPPLY RESALE/ENGLISH WASHINGTON	1,048.94	0.00	1,706.91	173.85	173.85	2,582.00	0.00	2,582.00
009 9712	SUPPLY RESALE/ENGLISH WHITMER	16,035.52	395.82	5,710.26	0.00	1,448.37	20,297.41	0.00	20,297.41
009 9713	SUPPLY RESALE/FAMILY & CONSUMER SCIENCE	956.16-	99.14	1,425.69	109.30	1,352.46	882.93-	764.74	1,647.67-
009 9715	SUPPLY RESALE/FOREIGN LANGUAGE WHITMER	1,305.08-	462.27	6,659.93	0.00	51.94	5,302.91	0.00	5,302.91
009 9717	SUPPLY RESALE/ID'S HIGH SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9719	SUPPLY RESALE/GATEWAY TO TECHNOLOGY- JEFFERSON	1,936.89	0.00	2,620.29	0.00	2,691.27	1,865.91	0.00	1,865.91
009 9720	SUPPLY RESALE/GATEWAY TO TECHNOLOGY-WASHINGTO	556.15	0.00	2,844.86	0.00	0.00	3,401.01	0.00	3,401.01
009 9721	SUPPLY RESALE/INDUSTRIAL TECH WHITMER	1,229.79	197.91	3,778.50	0.00	2,262.50	2,745.79	0.00	2,745.79

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
		MTD Receipts						
009 9722	SUPPLY RESALE/MATH JEFFERSON							
	3,057.23	0.00	1,420.14	0.00	375.32	4,102.05	0.00	4,102.05
009 9723	SUPPLY RESALE/MATH WASHINGTON							
	6,586.02	0.00	1,422.43	0.00	262.22	7,746.23	0.00	7,746.23
009 9724	SUPPLY RESALE/MATH WHITMER							
	11,921.13	66.09	950.45	0.00	280.00	12,591.58	0.00	12,591.58
009 9725	SUPPLY RESALE/MUSIC DISTRICT							
	720.29	132.18	2,281.90	0.00	0.00	3,002.19	0.00	3,002.19
009 9726	SUPPLY RESALE/OTHER DISTRICT							
	548.53	0.00	0.00	0.00	0.00	548.53	0.00	548.53
009 9727	SUPPLY RESALE/PHYSICAL EDUCATION JR HIGH							
	619.37	0.00	0.00	0.00	20.00-	639.37	0.00	639.37
009 9728	SUPPLY RESALE/PHYSICAL EDUCATION WHITMER							
	28.06-	66.09	950.45	860.00	430.00	492.39	0.00	492.39
009 9729	SUPPLY RESALE/SCIENCE JEFFERSON							
	3,639.94	0.00	1,834.20	0.00	578.32	4,895.82	4,446.76	449.06
009 9730	SUPPLY RESALE/SCIENCE WASHINGTON							
	3,943.74	0.00	1,991.40	365.37	1,352.51	4,582.63	3,510.02	1,072.61
009 9731	SUPPLY RESALE/SCIENCE WHITMER							
	11,492.86	1,002.87	14,366.94	145.61	4,017.74	21,842.06	2,993.97	18,848.09
009 9732	SUPPLY RESALE/SOCIAL STUDIES JEFFERSON							
	1,510.32	0.00	524.06	0.00	305.49	1,728.89	0.00	1,728.89
009 9733	SUPPLY RESALE/SOCIAL STUDIES WHITMER							
	86.70	0.00	0.00	0.00	0.00	86.70	0.00	86.70
009 9734	SUPPLY RESALE/SOCIAL STUDIES WASHINGTON							
	1,857.71	0.00	568.97	0.00	0.00	2,426.68	0.00	2,426.68
009 9738	SUPPLY RESALE/INTRO TO HEALTH INFO MGMT							
	441.56	0.00	0.00	0.00	0.00	441.56	0.00	441.56
009 9739	SUPPLY RESALE/HEALTH INFORMATION MGMT II							
	1,443.23	20.00	195.00	0.00	0.00	1,638.23	0.00	1,638.23
009 9740	SUPPLY RESALE/INTRO TO DIGITAL GRAPHIC DESIGN							
	256.63	0.00	600.00	0.00	0.00	856.63	0.00	856.63

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
009 9741	SUPPLY RESALE/EXPLORING HEALTHCARE	410.00	0.00	0.00	1,896.69	201.82	1,694.87	
	1,486.69	10.00						
009 9742	SUPPLY RESALE/INTRO TO AQUATIC ENVIRONMENT	0.00	0.00	0.00	30.00	0.00	30.00	
	30.00	0.00						
009 9743	SUPPLY RESALE/INTRO TO AUTO TECH	192.00	0.00	0.00	562.38	0.00	562.38	
	370.38	24.00						
009 9744	SUPPLY RESALE/INTRO TO COMPUTER NETWORK	133.00	0.00	0.00	505.94	0.00	505.94	
	372.94	0.00						
009 9745	SUPPLY RESALE/INTRO TO HUMAN SERVICES	255.00	0.00	0.00	975.66	0.00	975.66	
	720.66	0.00						
009 9746	SUPPLY RESALE/EXPLORING CAREERS IN EDUCATION	180.00	0.00	0.00	1,643.95	0.00	1,643.95	
	1,463.95	10.00						
009 9747	SUPPLY RESALE/INTRO TO WELDING	450.00	0.00	0.00	901.06	0.00	901.06	
	451.06	0.00						
009 9750	SUPPLY RESALE/PRE-ENGINEERING	0.00	0.00	0.00	0.00	0.00	0.00	
	0.00	0.00						
009 9751	SUPPLY RESALE/STREET LAW	305.00	0.00	0.00	892.90	0.00	892.90	
	587.90	0.00						
009 9752	SUPPLY RESALE - CRIMINAL LAW	675.00	0.00	1,680.00	286.50	0.00	286.50	
	1,291.50	45.00						
009 9753	SUPPLY RESALE - YOUR LEGAL RIGHTS	115.00	0.00	0.00	70.23	0.00	70.23	
	44.77-	15.00						
009 9754	SUPPLY RESALE/AUTO MAINTENANCE	90.00	0.00	0.00	74.53	0.00	74.53	
	15.47-	30.00						
009 9755	SUPPLY RESALE/AUTO TECH I	1,398.00	0.00	947.50	1,641.94	0.00	1,641.94	
	1,191.44	0.00						
009 9756	SUPPLY RESALE/AUTO TECH II	875.00	0.00	395.00	704.57	0.00	704.57	
	224.57	130.00						
009 9757	SUPPLY RESALE/BUS-COMP TECH I	0.00	0.00	0.00	0.00	0.00	0.00	
	0.00	0.00						
009 9758	SUPPLY RESALE/BUS-COMP TECH II	0.00	0.00	0.00	27.71-	0.00	27.71-	
	27.71-	0.00						

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	MTD	Receipts	Expenditures	Expenditures	Fund	Balance	Code	
		Receipts				Balance	Encumbrances		
009 9759	SUPPLY RESALE/CULINARY ARTS I	553.31	50.00	500.00	0.00	840.50	212.81	0.00	212.81
009 9760	SUPPLY RESALE/COM-BUS ACADEMY	7,753.07	198.27	2,911.34	0.00	185.70	10,478.71	0.00	10,478.71
009 9761	SUPPLY RESALE/COMPUTER NETWORK TECH I	884.96	40.00	255.00	0.00	0.00	1,139.96	577.49	562.47
009 9762	SUPPLY RESALE/COMPUTER NETWORK TECH II	589.35	60.00	160.00	0.00	0.00	749.35	634.36	114.99
009 9764	SUPPLY RESALE/CONSTRUCTION TECH I	3,695.92	0.00	2,099.50	0.00	0.00	5,795.42	0.00	5,795.42
009 9765	SUPPLY RESALE/CONSTRUCTION TECH II	1,580.82	0.00	120.00	0.00	0.00	1,700.82	0.00	1,700.82
009 9766	SUPPLY RESALE/COSMETOLOGY I	2,063.56	66.25	4,597.50	0.00	3,380.00	3,281.06	0.00	3,281.06
009 9767	SUPPLY RESALE/COSMETOLOGY II	910.85	0.00	1,900.00	0.00	1,715.46	1,095.39	0.00	1,095.39
009 9768	SUPPLY RESALE/CRIMINAL JUSTICE	953.07	45.00	1,839.00	0.00	2,186.76	605.31	0.00	605.31
009 9769	SUPPLY RESALE/CRIMINAL INVESTIGATION	842.29	180.00	1,645.00	0.00	1,137.14	1,350.15	750.00	600.15
009 9770	SUPPLY RESALE/TEACHING PROFESSIONS II	469.61	0.00	728.00	520.00	477.00	720.61	0.00	720.61
009 9772	SUPPLY RESALE/DIGITAL GRAPHIC DESIGN I	496.43	0.00	280.00	0.00	159.83	616.60	0.00	616.60
009 9773	SUPPLY RESALE/DIGITAL GRAPHIC DESIGN II	885.60	0.00	420.00	0.00	444.28	861.32	0.00	861.32
009 9774	SUPPLY RESALE/ENVIRONMENTAL SYSTEMS I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9775	SUPPLY RESALE/ENVIRONMENTAL SYSTEMS II	65.00	0.00	0.00	0.00	0.00	65.00	0.00	65.00
009 9777	SUPPLY RESALE/TEACHING PROFESSIONS I	1,315.49	10.00	473.00	0.00	20.00-	1,808.49	0.00	1,808.49

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
		MTD Receipts							
009 9781	SUPPLY RESALE/ ENGINEERING I	971.20	0.00	360.00	0.00	1,331.20	0.00	1,331.20	
009 9782	SUPPLY RESALE/ENGINEERING DESIGN & DEVELOPMEN	642.07	100.00	730.00	0.00	399.40	972.67	0.00	972.67
009 9783	SUPPLY RESALE/INTRO TO ENGINEERING DESIGN	1,393.82	0.00	360.00	0.00	1,034.78	719.04	0.00	719.04
009 9784	SUPPLY RESALE/PRINCIPLES OF ENGINEERING	1,976.38	0.00	450.00	0.00	0.00	2,426.38	0.00	2,426.38
009 9785	SUPPLY RESALE/MARKETING E-COMM I	311.37-	0.00	0.00	0.00	0.00	311.37-	0.00	311.37-
009 9786	SUPPLY RESALE/BUSINESS MGMT. I	0.00	0.00	80.00	0.00	0.00	80.00	0.00	80.00
009 9787	SUPPLY RESALE/BUSINESS MGMT. II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9790	SUPPLY RESALE/MED TECH I-PATIENT CARE	1,244.37	25.00	1,740.00	0.00	1,435.44	1,548.93	0.00	1,548.93
009 9791	SUPPLY RESALE/MED TECH II	2,842.97	0.00	360.00	0.00	0.00	3,202.97	0.00	3,202.97
009 9794	SUPPLY RESALE/MED TECH I-INTRO TO DENTAL CARE	349.04	0.00	0.00	0.00	0.00	349.04	0.00	349.04
009 9795	SUPPLY RESALE/BIOMEDICAL INNOVATIONS	165.00	0.00	0.00	0.00	0.00	165.00	0.00	165.00
009 9799	SUPPLY RESALE/PRECISION MACHINE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9801	SUPPLY RESALE/WELDING I	937.77	0.00	1,430.00	0.00	979.84	1,387.93	0.00	1,387.93
009 9802	SUPPLY RESALE/WELDING II	162.27	40.00	550.00	0.00	0.00	712.27	0.00	712.27
009 9805	SUPPLY RESALE/INTRO TO CONSTRUCT. TECHNOLOGY	777.11	0.00	510.00	0.00	140.00	1,147.11	0.00	1,147.11
009 9808	SUPPLY RESALE/SPORTS & ENTERTAINMENT MARKETIN	303.15	14.00	175.00	0.00	0.00	478.15	0.00	478.15

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
		MTD Receipts						
009 9811	SUPPLY RESALE/MARKETING MGMT & RESEARCH I	0.00	0.00	239.26	384.96	0.00	384.96	
	394.22	0.00	230.00	0.00	239.26	384.96	0.00	384.96
009 9814	SUPPLY RESALE/MARKETING MGMT. & RESEARCH II	0.00	0.00	0.00	327.28	0.00	327.28	
	243.28	0.00	84.00	0.00	0.00	327.28	0.00	327.28
009 9817	SUPPLY RESALE/ MEDICAL ACADEMY	0.00	0.00	993.00	952.27	0.00	952.27	
	1,525.27	0.00	420.00	0.00	993.00	952.27	0.00	952.27
009 9820	SUPPLY RESALE/HEALTH INFORMATION MGMT I	0.00	0.00	0.00	1,902.44	1,164.59	737.85	
	1,243.44	0.00	659.00	0.00	0.00	1,902.44	1,164.59	737.85
009 9823	SUPPLY RESALE/MEDICAL TERMINOLOGY	0.00	0.00	0.00	3,055.84	0.00	3,055.84	
	2,100.84	0.00	955.00	0.00	0.00	3,055.84	0.00	3,055.84
009 9824	SUPPLY RESALE/MEDICAL TECH I DIAGNOSTICS CARE	0.00	0.00	252.00	1,225.11	0.00	1,225.11	
	1,477.11	0.00	0.00	0.00	252.00	1,225.11	0.00	1,225.11
009 9830	SUPPLY RESALE/INTRO TO CULINARY ARTS	15.00	0.00	200.00	310.31	0.00	310.31	
	235.31	15.00	275.00	0.00	200.00	310.31	0.00	310.31
009 9831	SUPPLY RESALE/BIOMEDICAL SCIENCES	0.00	0.00	0.00	0.00	0.00	0.00	
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9832	SUPPLY RESALE/HUMAN BODY SYSTEMS	0.00	0.00	0.00	0.00	0.00	0.00	
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9833	SUPPLY RESALE/MEDICAL INTERVENTIONS	0.00	0.00	0.00	0.00	0.00	0.00	
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
009 9834	SUPPLY RESALE/CRIMINAL MINDS	0.00	0.00	0.00	1,150.26	0.00	1,150.26	
	1,150.26	0.00	0.00	0.00	0.00	1,150.26	0.00	1,150.26
009 9835	SUPPLY RESALE/MEDIA ARTS	30.00	0.00	0.00	1,136.58	0.00	1,136.58	
	776.58	30.00	360.00	0.00	0.00	1,136.58	0.00	1,136.58
009 9836	SUPPLY/RESALE WASHINGTON	17.50	0.00	0.00	98.23	0.00	98.23	
	64.27-	17.50	162.50	0.00	0.00	98.23	0.00	98.23
009 9837	SUPPLY RESALE - JEFFERSON	0.00	0.00	0.00	299.42	0.00	299.42	
	176.92	0.00	122.50	0.00	0.00	299.42	0.00	299.42
009 9838	SUPPLY RESALE/SMALL ENGINE REPAIR	0.00	0.00	0.00	160.00	0.00	160.00	
	30.00	0.00	130.00	0.00	0.00	160.00	0.00	160.00
009 9880	CULINARY ARTS II	0.00	0.00	0.00	536.54	0.00	536.54	
	236.54	0.00	300.00	0.00	0.00	536.54	0.00	536.54

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
		MTD Receipts							
012 9856	ADULT EDUCATION - UAW/GM - POWERTRAIN FY 2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
012 9857	ADULT EDUCATION UAW/GM POWERTRAIN FY 2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
012 9858	ADULT EDUCATION UAW/GM POWERTRAIN FY2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
012 9877	GM POWERTRAIN - TRAINING INTEGRATOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	TOTAL FOR Fund 012 - ADULT EDUCATION:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
018 9002	PUBLIC SCHOOL FUNDS, OLYMPICS OF THE MIND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
018 9035	PUBLIC SCHOOL FUNDS, GREENWOOD ROTARY FUND	804.65	0.00	81.25	0.00	254.13	631.77	545.87	85.90
018 9036	PUBLIC SCHOOL FUNDS, HIAWATHA ROTARY FUND	5,893.28	402.17	2,296.22	661.89	1,372.79	6,816.71	1,397.40	5,419.31
018 9037	PUBLIC SCHOOL FUNDS, JACKMAN ROTARY FUND	4,323.59	0.00	256.37	0.00	518.08	4,061.88	473.87	3,588.01
018 9038	PUBLIC SCHOOL FUNDS, MCGREGOR ROTARY FUND	5,430.03	0.00	1,386.20	0.00	0.00	6,816.23	900.00	5,916.23
018 9039	PUBLIC SCHOOL FUNDS, MEADOWVALE ROTARY FUND	2,225.59	0.00	1,164.04	2,651.00-	766.73-	4,156.36	596.73	3,559.63
018 9040	PUBLIC SCHOOL FUNDS, MONAC ROTARY FUND	2,043.49	20.00	10,787.93	2,131.99	6,591.42	6,240.00	583.33	5,656.67
018 9041	PUBLIC SCHOOL FUNDS, SHORELAND ROTARY FUND	2,400.00	0.00	85.50	0.00	725.40	1,760.10	0.00	1,760.10
018 9042	PUBLIC SCHOOL FUNDS, TRILBY ROTARY FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
018 9043	PUBLIC SCHOOL FUNDS, WERNERT ROTARY FUND	8,304.10	0.00	34.85	0.00	291.16	8,047.79	1,025.00	7,022.79
018 9044	PUBLIC SCHOOL FUNDS, JEFFERSON ROTARY FUND	2,965.89	0.00	31.75	182.40	432.83	2,564.81	525.11	2,039.70

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
200 9008	STUDENT MANAGED ACTIVITY, PLTW ENGINEERING	950.80	90.00	330.00	0.00	272.00	1,008.80	0.00	1,008.80
200 9200	STUDENT MANAGED ACTIVITY, CLASS REUNION FUND	486.44	0.00	0.00	0.00	0.00	486.44	0.00	486.44
200 9201	STUDENT MANAGED ACTIVITY, JAPAN CULTURE CLUB	50.00	0.00	0.00	0.00	0.00	50.00	0.00	50.00
200 9203	STUDENT MANAGED ACTIVITY, BUSINESS PROF. OF A	128.45	0.00	420.50	0.00	1,115.78-	1,664.73	900.00	764.73
200 9204	STUDENT MANAGED ACTIVITY, WHITMER CHEERLEADER	16,314.75	19,019.94	58,965.25	7,802.10	39,281.86	35,998.14	25,512.95	10,485.19
200 9205	STUDENT MANAGED ACTIVITY, CLASSICAL HONOR SOC	116.79	0.00	0.00	0.00	0.00	116.79	0.00	116.79
200 9206	STUDENT MANAGED ACTIVITY, DECA I	16,546.51	0.00	8,978.47	394.00	7,973.10	17,551.88	0.00	17,551.88
200 9208	STUDENT MANAGED ACTIVITY, FAM CAREER COMM LEA	4,528.57	0.00	0.00	0.00	0.00	4,528.57	0.00	4,528.57
200 9210	STUDENT MANAGED ACTIVITY, MED TECH	9,892.35	0.00	3,011.86	224.46	3,545.86	9,358.35	0.00	9,358.35
200 9211	STUDENT MANAGED ACTIVITY, FUTURE TEACHERS	5,038.13	0.00	6,117.00	0.00	1,828.34	9,326.79	75.00	9,251.79
200 9212	STUDENT MANAGED ACTIVITY, FRENCH CLUB	672.76	232.65	307.65	0.00	323.37	657.04	1,046.40	389.36-
200 9214	STUDENT MANAGED ACTIVITY, GERMAN CLUB	1,999.85	0.00	0.00	0.00	0.00	1,999.85	0.00	1,999.85
200 9215	STUDENT MANAGED ACTIVITY, LATINO CLUB	281.11	0.00	0.00	0.00	0.00	281.11	0.00	281.11
200 9216	STUDENT MANAGED ACTIVITY, DECA II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200 9217	STUDENT MANAGED ACTIVITY, WASHINGTON NJHS	1,685.36	444.00	551.50	0.00	0.00	2,236.86	100.00	2,136.86
200 9218	STUDENT MANAGED ACTIVITY, JEFF.JR.NAT.HONOR S	1,261.01	0.00	282.00	0.00	728.90	814.11	0.00	814.11

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
200 9245	STUDENT MANAGED ACTIVITY, JR. HI.CHEERLEADERS	2,659.49	3,790.00	4,395.00	0.00	2,630.86	4,423.63	3,031.33	1,392.30
200 9246	STUDENT MANAGED ACTIVITY, WASH. JR FCCLA CLUB	28.26	0.00	0.00	0.00	0.00	28.26	0.00	28.26
200 9247	STUDENT MANAGED ACTIVITY, BUSINESS/COMPUTER T	46.85	0.00	0.00	0.00	0.00	46.85	0.00	46.85
200 9248	STUDENT MANAGED ACTIVITY, COMPUTER NETWORKING	403.53	0.00	0.00	0.00	0.00	403.53	0.00	403.53
200 9249	STUDENT MANAGED ACTIVITY, WHITMER WELDING	270.30	180.83	392.35	0.00	544.84	117.81	0.00	117.81
200 9250	STUDENT MANAGED ACTIVITY, WHITMER MACHINE TRA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200 9251	STUDENT MANAGED ACTIVITY, WHITMER AUTO TECH I	1,882.65	40.00-	964.48	660.00	2,079.50	767.63	0.00	767.63
200 9252	STUDENT MANAGED ACTIVITY, WHITMER HEATING & A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
200 9253	STUDENT MANAGED ACTIVITY, WHITMER COSMETOLOGY	544.06	21.00	909.90	375.00	1,265.00	188.96	0.00	188.96
200 9255	STUDENT MANAGED ACTIVITY, WHITMER AM.WELDING	190.00	0.00	150.00	0.00	325.00	15.00	0.00	15.00
200 9256	STUDENT MANAGED ACTIVITY, DIGITAL GRAPHIC DES	2,338.22	0.00	0.00	0.00	0.00	2,338.22	0.00	2,338.22
200 9257	STUDENT MANAGED ACTIVITY, WHITMER AUTO TECH I	0.00	0.00	360.00	0.00	157.50	202.50	0.00	202.50
200 9258	STUDENT MANAGED ACTIVITY, WHITMER RES.CONSTRU	426.92-	0.00	0.00	0.00	0.00	426.92-	0.00	426.92-
200 9260	STUDENT MANAGED ACTIVITY, WASHINGTON STUDENT	3,267.57	1,500.00-	1,197.00	175.00	2,232.67	2,231.90	174.02	2,057.88
200 9261	STUDENT MANAGED ACTIVITY, WHITMER FINE ARTS	918.66	5.00	145.00	0.00	0.00	1,063.66	200.00	863.66
200 9264	STUDENT MANAGED ACTIVITY, PANTHERETTES	413.47	402.00	9,117.00	1,003.00	8,758.60	771.87	0.00	771.87

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
200 9360	WHITMER CLASS OF 2009	834.85	0.00	0.00	0.00	834.85	0.00	834.85	
200 9361	WHITMER CLASS OF 2010	86.95	0.00	0.00	0.00	86.95	0.00	86.95	
200 9362	CLASS OF 2011	4,445.90	0.00	0.00	0.00	4,445.90	0.00	4,445.90	
200 9363	CLASS OF 2012	3,704.90	0.00	0.00	0.00	3,704.90	0.00	3,704.90	
200 9364	STUDENT MANAGED ACT - BROOMBALL CLUB	201.21	0.00	4,830.00	0.00	2,524.00	2,507.21	0.00	2,507.21
200 9365	CLASS OF 2013	3,132.25	0.00	0.00	0.00	3,132.25	0.00	3,132.25	
200 9366	CLASS OF 2014	1,388.85	0.00	0.00	0.00	1,388.85	0.00	1,388.85	
200 9367	STUDENT MANAGED ACT- CLASS OF 2015	6,056.05	0.00	0.00	0.00	2,488.50	3,567.55	0.00	3,567.55
200 9368	STUDENT MANAGED ACT- CLASS OF 2016	1,062.50	0.00	0.00	0.00	300.00	762.50	22,385.00	21,622.50-
200 9369	STUDENT MANAGED ACT- CLASS OF 2017	368.99	0.00	2,500.00	0.00	800.00	2,068.99	0.00	2,068.99
200 9370	STUDENT MANAGED ACT - CLASS OF 2018	27.00	0.00	0.00	0.00	0.00	27.00	0.00	27.00
200 9371	CLASS OF 2019	0.00	0.00	230.00	0.00	71.31	158.69	0.00	158.69
TOTAL FOR Fund 200 - STUDENT MANAGED ACTIVITY:									
		187,851.73	32,746.01	163,414.50	13,806.84	112,457.41	238,808.82	65,184.35	173,624.47
300 9220	ACTIVITIES-SPEC.REV.-NEWSPAPER/PANTHERS PAUSE	2.95	0.00	0.00	0.00	0.00	2.95	0.00	2.95
300 9221	ACTIVITIES-SPEC.REV.-NATIONAL FORENSIC LEAGUE	1,367.62	1,042.34	7,976.05	2,150.00	8,462.48	881.19	513.00	368.19
300 9222	ACTIVITIES-SPEC.REV. , WHS YEARBOOK/YEAR VIDEO	15,438.40	75.00	33,297.62	0.00	21,397.28	27,338.74	5,000.00	22,338.74

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
300 9227	WHITMER SCHOOL STORE	506.79	0.00	208.80	0.00	174.00	541.59	0.00	541.59
300 9254	ACTIVITIES-SPEC.REV. , WASHINGTON GEN. ACTIVIT	5,944.03-	6,629.00	16,431.85	70.25	4,703.22	5,784.60	5,651.82	132.78
300 9275	ACTIVITIES-SPEC.REV. , JEFFERSON GEN. ACTIVITY	10,794.38	3,793.00	15,866.22	30.00	6,280.18	20,380.42	6,886.03	13,494.39
300 9300	ACTIVITIES-SPEC.REV. , WHITMER BAND FUND	2,295.82	33.00	4,151.76	0.00	3,692.06	2,755.52	1,734.40	1,021.12
300 9301	ACTIVITIES-SPEC.REV. , WHITMER ORCHESTRA FUND	1,147.15	0.00	4,290.00	0.00	3,918.52	1,518.63	0.00	1,518.63
300 9302	ACTIVITIES-SPEC.REV. , JEFFERSON CHOIR	614.75	0.00	0.00	0.00	0.00	614.75	0.00	614.75
300 9304	ACTIVITIES-SPEC.REV.-WHITMER GENERAL ACTIVITY	25,484.20	123.50	58.07-	50.97	5,504.31	19,921.82	5,409.28	14,512.54
300 9305	ACTIVITIES-SPEC.REV. , WHITMER WRESTLING CLUB	863.93	0.00	12,873.29	0.00	2,735.00	11,002.22	0.00	11,002.22
300 9306	ACTIVITIES - WHITMER AFTER PROM	2,449.75	3,330.00	4,695.00	0.00	0.00	7,144.75	3,361.75	3,783.00
300 9308	PANTHER PROWL ACTIVITY FUND	0.00	0.00	18,477.06	918.00	2,408.25	16,068.81	0.00	16,068.81
300 9311	ACTIVITIES-SPEC.REV. , VOCAL MUSIC	960.56	145.00	20,823.00	187.00	18,543.37	3,240.19	1,067.00	2,173.19
300 9316	ACTIVITIES-SPEC.REV. , WASHINGTON CHOIR	105.12	0.00	0.00	0.00	0.00	105.12	0.00	105.12
300 9330	ACTIVITIES-SPEC.REV. , JEFFERSON DRAMA	1,859.34	0.00	0.00	0.00	0.00	1,859.34	0.00	1,859.34
300 9500	ACTIVITIES-SPEC.REV. , DISTRICT ATHLETICS	51,319.03	5,910.85	200,129.14	9,802.18	186,194.67	65,253.50	8,126.79	57,126.71
300 9503	BASEBALL CLUB	6,719.41	0.00	1,451.51	340.00	1,620.00	6,550.92	1,571.16	4,979.76
300 9506	BOYS BASKETBALL CLUB	12,648.88	1,920.00	5,221.00	4,058.06-	7,581.43	10,288.45	0.00	10,288.45

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
		MTD Receipts						
300 9509	BOYS SOCCER CLUB							
	1,482.58	225.00	525.00	0.00	1,606.71	400.87	0.00	400.87
300 9512	FOOTBALL CLUB							
	9,887.05	180.30	46,347.50	1,435.00	43,378.14	12,856.41	1,419.73	11,436.68
300 9515	BOYS CROSS COUNTRY CLUB							
	727.45	0.00	1,706.07	0.00	1,641.52	792.00	0.00	792.00
300 9518	BOYS TENNIS CLUB							
	112.79-	0.00	0.00	0.00	0.00	112.79-	0.00	112.79-
300 9521	WRESTLING CLUB							
	6,348.46	0.00	8,530.75	150.91	4,153.70	10,725.51	878.26	9,847.25
300 9524	BOYS GOLF CLUB							
	823.37	0.00	587.79	0.00	1,060.25	350.91	0.00	350.91
300 9527	DISTRICT ATHLETICS CLUB							
	510.00	0.00	0.00	0.00	0.00	510.00	0.00	510.00
300 9530	GIRLS BASKETBALL CLUB							
	5,365.38	1,647.00	7,164.00	1,027.06-	5,180.03	7,349.35	886.50	6,462.85
300 9533	GIRLS SOCCER CLUB							
	1,928.25	806.03-	5,979.47	0.00	4,255.85	3,651.87	0.00	3,651.87
300 9536	SOFTBALL CLUB							
	9,117.63	1,056.00	5,288.54	339.48	2,813.62	11,592.55	6,156.00	5,436.55
300 9539	VOLLEYBALL CLUB							
	5,650.62	335.00	5,517.00	0.00	2,201.03	8,966.59	2,903.20	6,063.39
300 9542	GIRLS CROSS COUNTRY CLUB							
	10,228.87	0.00	6,645.84	0.00	12,598.25	4,276.46	816.00	3,460.46
300 9545	GIRLS GOLF CLUB							
	1,213.42	0.00	1,470.33	0.00	1,481.61	1,202.14	700.00	502.14
300 9548	GYMNASTICS CLUB							
	1,317.79	75.00	1,833.00	165.29	2,358.58	792.21	0.00	792.21
300 9551	GIRLS TENNIS CLUB							
	161.02	0.00	0.00	0.00	0.00	161.02	0.00	161.02
300 9554	GIRLS TRACK CLUB							
	9,841.31	0.00	4,732.42	417.34	863.36	13,710.37	944.55	12,765.82

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
300 9557	BOYS TRACK CLUB							
	5,056.02	4,940.00	8,720.03	3,273.37	4,177.48	9,598.57	1,483.00	8,115.57
300 9560	ATHLETIC CONCESSIONS CLUB							
	12,061.08	2,716.55	19,067.12	474.25	13,557.65	17,570.55	1,616.07	15,954.48
300 9563	ELEMENTARY BASKETBALL							
	474.52	3,200.00-	9,607.00	673.10	9,679.55	401.97	0.00	401.97
300 9566	WHITMER HOCKEY							
	153.22	2,583.82	18,631.48	169.50	13,420.58	5,364.12	1,600.00	3,764.12
300 9569	JR. HIGH BOYS CROSS COUNTRY CLUB							
	0.00	0.00	677.92	0.00	0.00	677.92	0.00	677.92
300 9805	ACTIVITIES-SPEC.REV. , GREENWOOD STUDENT ACTIV							
	12,980.42	0.00	14,327.28	996.42	14,503.14	12,804.56	4,700.00	8,104.56
300 9806	ACTIVITIES-SPEC.REV. , HIAWATHA STUDENT ACTIVI							
	67.27	150.00	1,008.00	0.00	594.00	481.27	0.00	481.27
300 9809	ACTIVITIES-SPEC.REV. , JACKMAN STUDENT ACTIVIT							
	6,820.66	758.68	3,132.18	0.00	2,804.57	7,148.27	459.25	6,689.02
300 9811	ACTIVITIES-SPEC.REV. , MCGREGOR STUDENT ACTIVI							
	29,395.51	107.50	15,383.59	1,943.74	28,065.69	16,713.41	4,002.96	12,710.45
300 9812	ACTIVITIES-SPEC.REV. , MEADOWVALE STUDENT ACT.							
	6,750.63	743.78	4,097.81	475.00	1,565.81	9,282.63	1,500.00	7,782.63
300 9813	ACTIVITIES-SPEC.REV. , MONAC STUDENT ACTIVITY							
	10,612.67	6,743.64	10,355.33	985.00	10,220.86	10,747.14	1,386.28	9,360.86
300 9815	ACTIVITIES-SPEC.REV. , SHORELAND STUDENT ACTIV							
	20,394.78	9,218.47	13,090.47	47.22	15,197.36	18,287.89	500.00	17,787.89
300 9816	ACTIVITIES-SPEC.REV. , TRILBY STUDENT ACTIVITY							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300 9817	ACTIVITIES-SPEC.REV. , WERNERT STUDENT ACTIVIT							
	4,356.15	519.00	3,745.56	138.90	3,979.35	4,122.36	1,691.64	2,430.72
300 9826	TRILBY OUTDOOR ED/6TH GR ACTIVITIES							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL FOR Fund 300 - DISTRICT MANAGED ACTIVITY:							
	302,247.39	50,995.40	564,005.71	20,147.80	474,573.46	391,679.64	72,964.67	318,714.97

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin Balance	MTD Receipts	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
451 9116	ONE NET							
	0.00	0.00	19,800.00	19,800.00	19,800.00	0.00	0.00	0.00
	TOTAL FOR Fund 451 - DATA COMMUNICATION FUND:							
	0.00	0.00	19,800.00	19,800.00	19,800.00	0.00	0.00	0.00
459 9636	OHIO READS GRANT-GREENWOOD							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459 9637	OHIO READS GRANT-MONAC							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459 9638	OHIO READS GRANT-WERNERT							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459 9640	OHIO READS GRANT-MONAC							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459 9641	OHIO READS GRANT - WERNERT							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459 9642	OHIO READS - MONAC							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
459 9643	OHIO READS - WERNERT							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL FOR Fund 459 - OHIO READS:							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461 9111	TECH PREP							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461 9112	TECH PREP							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461 9113	TECH PREP							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461 9114	TECH PREP							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
461 9115	TECH PREP							
	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	0.00
461 9116	VOC ED ENHANCEMENTS							
	0.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank	
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code	
551 9113	TITLE III LIMITED ENG. PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
551 9114	TITLE III LIMITED ENG. PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
551 9115	TITLE III LIMITED ENG. PROF.	11,461.19	0.00	1,977.85-	0.00	9,483.34	0.00	0.00	
551 9116	TITLE III LIMITED ENG. PROF.	0.00	850.08	19,010.02	857.32	9,017.26	9,992.76	0.00	9,992.76
551 9159	LIMITED ENG/ IMMIGRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
551 9160	LIMITED ENG/ IMMIGRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
551 9161	LIMITED ENG PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL FOR Fund 551 - LIMITED ENGLISH PROFICIENCY:		11,461.19	850.08	17,032.17	857.32	18,500.60	9,992.76	0.00	9,992.76
572 9108	TITLE I FISCAL YEAR 2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9109	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9110	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9111	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9112	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9113	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9114	TITLE I	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
572 9115	TITLE I	131,874.29	0.00	136,231.58	0.00	268,105.87	0.00	0.00	

Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin	Balance	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
		MTD Receipts						
572 9116	TITLE I							
	0.00	167,631.45	1,518,148.47	169,346.40	1,426,276.89	91,871.58	41,325.69	50,545.89
572 9122	TITLE I							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572 9160	TITLE I - IMPROVEMENT							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572 9170	TITLE I							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572 932N	TITLE I - ARRA (STIMULUS)							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
572 932O	TITLE I - ARRA (STIMULUS)							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 572 - TITLE I DISADVANTAGED CHILDRE								
	131,874.29	167,631.45	1,654,380.05	169,346.40	1,694,382.76	91,871.58	41,325.69	50,545.89
584 9112	TITLE IV-SAFE/DRUG FREE							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FOR Fund 584 - DRUG FREE SCHOOL GRANT FUND:								
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 9108	TITLE II-A TEACHER QUALITY FISCAL YEAR 2008							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 9111	TITLE II-A TEACHER QUALITY							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 9112	TITLE II-A TEACHER QUALITY							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 9113	TITLE II-A TEACHER QUALITY							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 9114	TITLE II-A TEACHER QUALITY							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
590 9115	TITLE II-A TEACHER QUALITY							
	39,729.99	0.00	38,928.34	0.00	78,658.33	0.00	0.00	0.00
590 9116	TITLE II-A TEACHER QUALITY							
	0.00	16,723.46	178,857.97	16,428.61	139,010.12	39,847.85	0.00	39,847.85

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 Financial Report by Fund/SCC/Fund
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Fund #	Fund Description	FYTD	MTD	FYTD	Current	Current	Unencumbered	Bank
Begin Balance	MTD Receipts	Receipts	Expenditures	Expenditures	Fund Balance	Encumbrances	Fund Balance	Code
TOTAL FOR Fund 590 - IMPROVING TEACHER QUALITY:								
39,729.99	16,723.46	217,786.31	16,428.61	217,668.45	39,847.85	0.00	39,847.85	
599 9111	TITLE II-D TECHNOLOGY FND							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
599 9112	TITLE II-D TECHNOLOGY FND							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
599 9113	TITLE II-D TECHNOLOGY FND							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL FOR Fund 599 - MISCELLANEOUS FED. GRANT FUND								
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
GRAND TOTALS:								
39,416,460.27	6,489,182.19	91,283,692.82	7,860,539.13	84,107,946.11	46,592,206.98	8,657,783.06	37,934,423.92	

CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132732	W	04/19/2016	ABC CENTER SCHOOL SUPPLIES	000526	RECONCILED:04/29/2016		89.96
132843	W	04/25/2016	ABDALLAH, YUSSIF	015177	VOID: 04/26/2016		1,839.10
132871	W	04/26/2016	ABDALLAH, YUSSIF	015177			81.69
132733	W	04/19/2016	ADAMS STREET PUBLISHING	002249	RECONCILED:04/29/2016		1,405.00
132873	W	04/27/2016	ADAMS STREET PUBLISHING	002249			1,405.00
132734	W	04/19/2016	ADORAMA CAMERA, INC.	002289			349.70
132735	W	04/19/2016	ADVANCED INCENTIVES	001381	RECONCILED:04/29/2016		4,192.20
132874	W	04/27/2016	ADVANCED INCENTIVES	001381			77.35
132875	W	04/27/2016	AHA! PROCESS INC.	013648			157.00
132876	W	04/27/2016	AIRGAS	000056			27.41
132877	W	04/27/2016	ALLEN COUNTY BD. OF EDUCATION	000002			265.00
132878	W	04/27/2016	ALLIED SUPPLY COMPANY INC.	001275			241.92
132879	W	04/27/2016	ALLSHRED SERVICES, INC.	004251			67.85
132736	W	04/19/2016	ALRO STEEL CORPORATION	011095	RECONCILED:04/29/2016		175.81
132737	W	04/19/2016	ALS TRIBOLOGY FORMERLY STAVELEY	012406	RECONCILED:04/29/2016		575.44
132880	W	04/27/2016	AMERICAN COMPACTOR, INC.	013380			902.00
132680	W	04/06/2016	AMERICAN FIDELITY CORP.	000883	RECONCILED:04/29/2016		1,233.30
132681	W	04/06/2016	AMERICAN FIDELITY CORPORATION	000731	RECONCILED:04/29/2016		1,394.70
132699	W	04/18/2016	AMERICAN HEART ASSOC. INC.	015161	RECONCILED:04/29/2016		567.00
132621	W	04/06/2016	AMERICAN RENT ALL INC.	001226	RECONCILED:04/29/2016		1,023.00
132881	W	04/27/2016	AMERICAN RENT ALL INC.	001226			650.70
132882	W	04/27/2016	AMES LOCKSMITH COMPANY MARK VERNON AMES	004341			1,120.00
132738	W	04/19/2016	ANDERSON, CRYSTAL	014700	RECONCILED:04/29/2016		584.42
132844	W	04/25/2016	ANDERSONS INC	000206	RECONCILED:04/29/2016		1,013.27
132622	W	04/06/2016	ANDERSONS MOWER CENTER	012264	RECONCILED:04/29/2016		6,123.98

CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132883	W	04/27/2016	ANDERSONS MOWER CENTER	012264			1,237.00
132739	W	04/19/2016	ANDRYZCIK, BETH JEFFERSON, JR.	003413			21.60
132623	W	04/06/2016	AT & T	000013	RECONCILED:04/29/2016		207.91
132740	W	04/19/2016	AT & T	000013	RECONCILED:04/29/2016		3,973.45
132624	W	04/06/2016	AT & T LONG DISTANCE	015046	RECONCILED:04/29/2016		293.32
132884	W	04/27/2016	AUTO-JET MUFFLER CORPORATION S.L."ANDY" ANDERSON"	000195			4,817.07
132885	W	04/27/2016	AUTOMOTIVE NEWS, SUBSCRIBER SERVICES	011756			279.00
132741	W	04/19/2016	B & H PHOTO-VIDEO	002291	RECONCILED:04/29/2016		2,491.47
901365	M	04/28/2016	BANK MEMO VENDOR	950000			25,613.28
901366	M	04/29/2016	BANK MEMO VENDOR	950000			26,146.90
132742	W	04/19/2016	BARNES & NOBLE (UT BOOK STORE)	015016	RECONCILED:04/29/2016		446.05
132974	W	04/29/2016	BAUMSPAGE.COM LLC GARY L. BAUMGARTNER	014685			82.93
132625	W	04/06/2016	BAZ GROUP, INC.	004489	RECONCILED:04/29/2016		570.00
132743	W	04/19/2016	BAZ GROUP, INC.	004489	RECONCILED:04/29/2016		930.00
132744	W	04/19/2016	BEDFORD HIGH SCHOOL	001108	RECONCILED:04/29/2016		270.15
132745	W	04/19/2016	BELLE TIRE	002472	RECONCILED:04/29/2016		34.95
132626	W	04/06/2016	BETTIS, JOHN M. TRANSPORTATION DEPT.	005997			423.45
132746	W	04/19/2016	BLACK DIAMOND NURSERY	000574	RECONCILED:04/29/2016		206.57
132747	W	04/19/2016	BLICK, INC., DICK	000540			2,575.86
132886	W	04/27/2016	BLICK, INC., DICK	000540			875.58
132748	W	04/19/2016	BOHL EQUIPMENT INC.	000383	RECONCILED:04/29/2016		700.00
132887	W	04/27/2016	BOILERS, CONTROLS EQUIPMENT, INC.	001030			668.75
132627	W	04/06/2016	BOOKS GALORE INC.	011444	RECONCILED:04/29/2016		3,800.46

CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132749	W	04/19/2016	BOOKS GALORE INC.	011444	RECONCILED:04/29/2016		3,888.02
132888	W	04/27/2016	BOOKS GALORE INC.	011444			2,442.29
132628	W	04/06/2016	BRICKER & ECKLER LLP	011789	RECONCILED:04/29/2016		4,317.50
132845	W	04/25/2016	BRICKER & ECKLER LLP	011789	RECONCILED:04/29/2016		8,745.00
132750	W	04/19/2016	BROWN INDUSTRIES, INC	010410	RECONCILED:04/29/2016		463.53
130382	W	10/20/2015	BROWN, RYAN WHITMER	011366	VOID: 04/06/2016		618.80
132629	W	04/06/2016	BROWN, RYAN WHITMER	011366	RECONCILED:04/29/2016		618.80
132700	W	04/18/2016	BSN SPORTS	003739	RECONCILED:04/29/2016		168.00
132975	W	04/29/2016	BSN SPORTS	003739			135.00
132751	W	04/19/2016	BUCHER, WILLIAM INC.	001792	RECONCILED:04/29/2016		3,500.00
132752	W	04/19/2016	BUCKEYE TELESYSTEM	004170	RECONCILED:04/29/2016		92.29
132630	W	04/06/2016	CAMPBELL, KAREN WASHINGTON	014202	RECONCILED:04/29/2016		94.87
132753	W	04/19/2016	CAPITAL TIRE, INC.	012204	RECONCILED:04/29/2016		67.76
132889	W	04/27/2016	CAPITAL TIRE, INC.	012204			82.00
132890	W	04/27/2016	CARDINAL BUS SALES & SERV.	002260			3,439.26
132891	W	04/27/2016	CAROLINA BIOLOGICAL SUPPLY COMPANY	000385			570.25
132846	W	04/25/2016	CARONE & METZGER'S	002872	RECONCILED:04/29/2016		245.00
132754	W	04/19/2016	CDW, INC. (COMPUTER DISCOUNT WHSE)	003977	RECONCILED:04/29/2016		3,433.25
132701	W	04/18/2016	CHAMPIONSHIP AUTO SHOWS INC. STUDENT CAREER DAY PROMOTIONS	014287	RECONCILED:04/29/2016		660.00
132755	W	04/19/2016	CHARIOTT PRODUCE	014545	RECONCILED:04/29/2016		3,458.75
132631	W	04/06/2016	CINTAS CORPORATION	002805	RECONCILED:04/29/2016		48.31
132756	W	04/19/2016	CINTAS CORPORATION	002805	RECONCILED:04/29/2016		48.31
132892	W	04/27/2016	CINTAS CORPORATION	002805			1,328.29

CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132757	W	04/19/2016	CLARK, ANN WHITMER	010144	RECONCILED:04/29/2016		119.79
132682	W	04/06/2016	CLUB'S CHOICE FUNDRAISING CHOICE PRODUCTS USA, LLC.	014755	RECONCILED:04/29/2016		83.20
132702	W	04/18/2016	COLLINGWOOD WATER CO., INC.	005338	RECONCILED:04/29/2016		67.00
132758	W	04/19/2016	COLUMBIA GAS OF OHIO	000003	RECONCILED:04/29/2016		10,532.94
132893	W	04/27/2016	COLUMBIA GAS OF OHIO	000003			1,922.19
132632	W	04/06/2016	COMMERCE PAPER COMPANY INC	000153	RECONCILED:04/29/2016		23,113.90
132683	W	04/06/2016	CONSUMERS LIFE INSURANCE CO.	015163	RECONCILED:04/29/2016		4,266.00
132847	W	04/25/2016	COURTNEY, SAMANTHA SHORELAND ELEMENTARY	010880	RECONCILED:04/29/2016		24.30
132759	W	04/19/2016	CRAIG'S FLOWERS & GIFTS JERRY SCOTT CRAIG	002232	RECONCILED:04/29/2016		83.00
132703	W	04/18/2016	CROWNE PLAZA	002096	RECONCILED:04/29/2016		1,057.50
132976	W	04/29/2016	CROZIER, TERESA WHITMER/CTC BLDG.	011632			224.46
132760	W	04/19/2016	CULLIGAN OF NORTHWEST OHIO	014516	RECONCILED:04/29/2016		48.25
132894	W	04/27/2016	CUMMINS BRIDGEWAY, LLC	002441			615.09
132684	W	04/06/2016	DAN RODGERS SPORTING GOODS INC	002011	RECONCILED:04/29/2016		256.10
132895	W	04/27/2016	DANMAR PRODUCTS INC.	015117			135.30
132633	W	04/06/2016	DAVE WHITE CHEVROLET	000252	RECONCILED:04/29/2016		100.79
132896	W	04/27/2016	DAVE WHITE CHEVROLET	000252			172.14
132761	W	04/19/2016	DELL COMPUTER INC.	005160	RECONCILED:04/29/2016		14,656.60
132634	W	04/06/2016	DELTA DENTAL PLAN OF OHIO FOR WIRE USE ONLY	014623	RECONCILED:04/29/2016		9,396.36
132762	W	04/19/2016	DELTA DENTAL PLAN OF OHIO FOR WIRE USE ONLY	014623	VOID: 04/29/2016		28,607.14
132897	W	04/27/2016	DELTA DENTAL PLAN OF OHIO FOR WIRE USE ONLY	014623	RECONCILED:04/29/2016		12,360.18
132973	W	04/29/2016	DELTA DENTAL PLAN OF OHIO	014623	RECONCILED:04/29/2016		28,603.37

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT

FOR WIRE USE ONLY							
132982	W	04/29/2016	DELTA DENTAL PLAN OF OHIO FOR WIRE USE ONLY	014623	RECONCILED:04/29/2016		6,997.20
132763	W	04/19/2016	DEPT OF PUBLIC UTILITIES DIVISION OF WATER	000157	RECONCILED:04/29/2016		14,285.28
132848	W	04/25/2016	DEPT OF PUBLIC UTILITIES DIVISION OF WATER	000157	RECONCILED:04/29/2016		2,045.16
132764	W	04/19/2016	DMD ENVIRONMENTAL, INC.	003229	RECONCILED:04/29/2016		1,450.00
132635	W	04/06/2016	DRAKE, CHARLEY WHITMER HIGH SCHOOL	000905	RECONCILED:04/29/2016		168.00
132685	W	04/06/2016	DRS TIMING LLC.	015159	RECONCILED:04/29/2016		918.00
132765	W	04/19/2016	DYNACAL, LLC	014865	RECONCILED:04/29/2016		3,240.00
132898	W	04/27/2016	DYNALITE BATTERY	010308			171.90
132636	W	04/06/2016	EARL MECHANICAL SERVICES, INC.	002453	RECONCILED:04/29/2016		1,530.00
132766	W	04/19/2016	EARL MECHANICAL SERVICES, INC.	002453	RECONCILED:04/29/2016		9,224.29
132637	W	04/06/2016	EDUCATIONAL SERVICE CENTER OF LAKE ERIE WEST	000234	RECONCILED:04/29/2016		1,893.08
132849	W	04/25/2016	EDUCATIONAL SERVICE CENTER OF LAKE ERIE WEST	000234	RECONCILED:04/29/2016		66.40
132899	W	04/27/2016	EDUCATIONAL SERVICE CENTER OF LAKE ERIE WEST	000234			121.50
132900	W	04/27/2016	EDWARDS MFG. CO.	003121			130.99
132686	W	04/06/2016	ELLIOTT, JEREMY JEFFERSON, JR.	001455	RECONCILED:04/29/2016		167.00
132901	W	04/27/2016	EQUIPARTS	011235			2,472.88
132902	W	04/27/2016	EV'S AUTO TOPS	015158			280.00
132767	W	04/19/2016	EXECUTONE COMMUNICATIONS LLC	011221	RECONCILED:04/29/2016		4,202.95
132903	W	04/27/2016	FAMOUS SUPPLY INC.	004376			141.68
132704	W	04/18/2016	FARNHAM, KIM WHITMER/CTC BLDG.	013487	RECONCILED:04/29/2016		375.00

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132904	W	04/27/2016	FASTENAL COMPANY	001052			37.60
901359	C	04/08/2016	FIFTH THIRD BANK PAYROLL ACCOUNT	900001	RECONCILED:04/29/2016		1,856,011.28
901362	C	04/22/2016	FIFTH THIRD BANK PAYROLL ACCOUNT	900001	RECONCILED:04/29/2016		1,817,659.46
132705	W	04/18/2016	FIFTH THIRD CREDIT CARD ***AUTO PAY***	013562	RECONCILED:04/29/2016		12,634.47
132706	W	04/18/2016	FINAL FORMS BC TECHNOLOGIES CO.	014849	RECONCILED:04/29/2016		755.00
132905	W	04/27/2016	FLEETPRIDE	000106			1,471.26
132906	W	04/27/2016	FOLLETT SCHOOL SOLUTIONS, INC. ORDER DEPT.	005442			747.36
132768	W	04/19/2016	FOUKE, JEFFERY CENTRAL OFFICE	001050	RECONCILED:04/29/2016		165.78
132769	W	04/19/2016	FREESTYLE PHOTOGRAPHIC	012176	RECONCILED:04/29/2016		372.92
132770	W	04/19/2016	FUN & FUNCTION	014216	RECONCILED:04/29/2016		287.34
132771	W	04/19/2016	GIBBS SMITH, PUBLISHER INC. PEREGRINE SMITH BOOKS	000534	RECONCILED:04/29/2016		1,024.65
132707	W	04/18/2016	GIOVANOLI, PAULA WHITMER/CTC BLDG.	002533	RECONCILED:04/29/2016		97.40
132687	W	04/06/2016	GLASS CITY CROSSFIT T & T FITNESS LLC.	015120			736.81
132772	W	04/19/2016	GO2 PARTNERS PRINT MANAGEMENT PARTNERS, INC	015078	RECONCILED:04/29/2016		4,596.75
132638	W	04/06/2016	GOGEL FASTENER & INDUSTRIAL SUPPLY COMPANY	000364	RECONCILED:04/29/2016		595.04
132773	W	04/19/2016	GOLDBERG, ADRIENNE WERNERT	014833			725.99
132774	W	04/19/2016	GORDON FOOD SERVICES, INC. PAT THOMAS-HOWARD	010107	RECONCILED:04/29/2016		31,134.64
132775	W	04/19/2016	GOVCONNECTION ATTN: BARB FERRIGNO	013184	RECONCILED:04/29/2016		61,699.45
132776	W	04/19/2016	GRAINGER, INC.	000407	RECONCILED:04/29/2016		201.68

CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132907	W	04/27/2016	GRAYBAR ELECTRIC CO.	003289			45.84
132908	W	04/27/2016	GREAT LAKES BIOMEDICAL	013668			164.00
132909	W	04/27/2016	GREAT LAKES RENTAL & EQUIPMENT TIM FARTHING	013352			987.70
132777	W	04/19/2016	GUARDIAN ALARM	000034	RECONCILED: 04/29/2016		22,410.32
132910	W	04/27/2016	GUARDIAN ALARM	000034			330.00
132911	W	04/27/2016	HABITEC	002637			29.65
132850	W	04/25/2016	HANNAN, AMY GREENWOOD/WERNERT ELEMS.	013923			933.29
132639	W	04/06/2016	HARRELL'S LLC 720 KRAFT RD	012843	RECONCILED: 04/29/2016		5,280.90
132778	W	04/19/2016	HARRELL'S LLC 720 KRAFT RD	012843	RECONCILED: 04/29/2016		6,487.12
132912	W	04/27/2016	HEBAN, DEBRA WHITMER/CTC	001012			637.77
132851	W	04/25/2016	HILL, ELAINE MAINT. DEPT.	012705	VOID: 04/26/2016		121.05
132872	W	04/26/2016	HILL, ELAINE MAINT. DEPT.	012705			121.05
132640	W	04/06/2016	HILTI, INC. LORI RODGERS	004150	RECONCILED: 04/29/2016		1,081.52
132708	W	04/18/2016	HISPANIC FLAMENCO BALLET ARTS & DANCE CO.	015172			322.00
132913	W	04/27/2016	HOGAN, KATHLEEN CENTRAL OFFICE	011487			66.43
132914	W	04/27/2016	HOME DEPOT A/C 6035 3225 0191 0008	001585			278.64
132915	W	04/27/2016	HONEYWELL, INC.	005417			2,990.00
132780	W	04/19/2016	HOUGHTON MIFFLIN HARCOURT	002151	RECONCILED: 04/29/2016		59,201.41
132779	W	04/19/2016	HOUGHTON MIFFLIN HARCOURT SCHOOL DIVISION	013381	RECONCILED: 04/29/2016		17,618.85
132852	W	04/25/2016	HYTTENHOVE, ANNETTE	000963			235.00

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SORT BY VENDOR NAME
CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016
ALL CHECKS SELECTED

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HYTTENHOVE PHOTOGRAPHY							
132688	W	04/06/2016	iHEARTMEDIA LB5631	002504	RECONCILED:04/29/2016		1,200.00
132781	W	04/19/2016	IMAGINATION STATION	013503	RECONCILED:04/29/2016		400.00
132782	W	04/19/2016	INSTITUTE FOR MULTI-SENSORY EDUCATION, LLC	012051	RECONCILED:04/29/2016		2,150.00
132641	W	04/06/2016	INSTITUTIONAL DIVERSIFIED	002988	RECONCILED:04/29/2016		2,629.80
132853	W	04/25/2016	INSTRUMENTALIST, THE	001503			120.00
132916	W	04/27/2016	INTERNATIONAL FUEL SYSTEMS	002329			477.76
132642	W	04/06/2016	J-CUPS PIZZA	013623	RECONCILED:04/29/2016		9,714.00
132783	W	04/19/2016	J-CUPS PIZZA	013623	RECONCILED:04/29/2016		280.00
132784	W	04/19/2016	J. E. CARSTEN CO. MARCIA CARSTEN	001522	RECONCILED:04/29/2016		5,777.01
132917	W	04/27/2016	JANNEY'S SERVICE TIM JANNEY	000175			38.00
132785	W	04/19/2016	JARRETT PUBLISHING	001680	RECONCILED:04/29/2016		3,846.15
132709	W	04/18/2016	JOHNSON GOLD ADRENALINE FUNDRAISING	013443			1,548.00
132786	W	04/19/2016	JOHNSON, LORNA L. WHITMER HS	001117	RECONCILED:04/29/2016		401.46
132918	W	04/27/2016	KELVIN ELECTRONICS	002865			1,416.98
132710	W	04/18/2016	KENT STATE UNIVERSITY ATTENTION: BURSAR'S OFFICE	010060			300.00
132854	W	04/25/2016	KIDS ON THE BLOCK-OHIO	010120			210.00
132711	W	04/18/2016	KREFT, CHRIS WASHINGTON, JR.	012192			70.25
132643	W	04/06/2016	KROGER	003435	RECONCILED:04/29/2016		1,107.57
132712	W	04/18/2016	KROTZER, JOHN	015170			165.29
132787	W	04/19/2016	KURTZ BROS.	004353	RECONCILED:04/29/2016		1,382.21
132788	W	04/19/2016	LAKESHORE LEARNING MATERIALS	000873	RECONCILED:04/29/2016		926.60

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132789	W	04/19/2016	LAMAR ADVERTISING	012638	RECONCILED:04/29/2016		1,500.00
132790	W	04/19/2016	LAMBERTVILLE HARDWARE	012394	RECONCILED:04/29/2016		195.31
132791	W	04/19/2016	LARGO SUPPLY COMPANY RICK HEATH	002860	RECONCILED:04/29/2016		432.00
132792	W	04/19/2016	LAWSON PRODUCTS, INC. CUSTOMER SERVICE	011455	RECONCILED:04/29/2016		708.51
132855	W	04/25/2016	LEWALLEN, DENNIS WAREHOUSE	002182			44.75
132644	W	04/06/2016	LITTLE CAESARS PIZZA	001148	RECONCILED:04/29/2016		8,010.00
132793	W	04/19/2016	LOWE'S ACCT, #98001387343	010366	RECONCILED:04/29/2016		406.24
132645	W	04/06/2016	MAIL IT	004066	RECONCILED:04/29/2016		2,238.16
132794	W	04/19/2016	MAIL IT	004066			2,984.91
132919	W	04/27/2016	MAKERBOT INDUSTIES, LLC.	014018			24,562.63
132795	W	04/19/2016	MARCO PRODUCTS	003475			175.12
132920	W	04/27/2016	MARKERTEK VIDEO SUPPLY	013299			4,605.00
130422	W	10/20/2015	MARTI, JAN MONAC	004917	VOID: 04/06/2016		318.93
132646	W	04/06/2016	MARTI, JAN MONAC	004917	RECONCILED:04/29/2016		318.93
132921	W	04/27/2016	MARYRUTH BOOKS	011657			429.00
132922	W	04/27/2016	MATTHEWS FORD OREGON INC. OREGON FORD INC.	015130	RECONCILED:04/29/2016		63,673.00
132796	W	04/19/2016	MAUMEE BAY TURF CENTER, LLC	011775	RECONCILED:04/29/2016		1,915.00
132797	W	04/19/2016	MCELHENNEY LOCKSMITHS	002607	RECONCILED:04/29/2016		97.50
132923	W	04/27/2016	MCELHENNEY LOCKSMITHS	002607			174.50
132924	W	04/27/2016	MCGRAW-HILL EDUCATION	003769			611.25
132713	W	04/18/2016	MDA NW OHIO	011136	RECONCILED:04/29/2016		394.00
132647	W	04/06/2016	MELLOCRAFT CO.	012241	RECONCILED:04/29/2016		4,810.02

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132925	W	04/27/2016	MELLOCRAFT CO.	012241			17,080.22
132926	W	04/27/2016	MERCER PETROLEUM PO BOX 180	014300			257.33
132927	W	04/27/2016	METZGERS PREPRESS, INC.	002272			62.08
132798	W	04/19/2016	MEYER HILL LYNCH	010921	RECONCILED:04/29/2016		25,327.32
132648	W	04/06/2016	MICHIGAN SAW & CUTTER INC.	000079	RECONCILED:04/29/2016		24.00
132649	W	04/06/2016	MICK ELECTRIC CO., INC.	001018	RECONCILED:04/29/2016		301.88
132928	W	04/27/2016	MICK ELECTRIC CO., INC.	001018			922.39
132799	W	04/19/2016	MIDWEST CONTRACTING	014314	RECONCILED:04/29/2016		71,793.00
131025	W	11/24/2015	MILLER, ROBIN TRANS. DEPT.	000538	VOID: 04/06/2016		75.00
132650	W	04/06/2016	MILLER, ROBIN TRANS. DEPT.	000538	RECONCILED:04/29/2016		75.00
132800	W	04/19/2016	MOMAR INC.	012160	RECONCILED:04/29/2016		795.25
132689	W	04/06/2016	MONSTER GRAPHICS LYNN GAUTHIER II	012640	RECONCILED:04/29/2016		169.50
132714	W	04/18/2016	MONSTER GRAPHICS LYNN GAUTHIER II	012640	RECONCILED:04/29/2016		613.00
132856	W	04/25/2016	MONSTER GRAPHICS LYNN GAUTHIER II	012640	RECONCILED:04/29/2016		1,600.95
132857	W	04/25/2016	MORSE, LISA WERNERT	013127			105.94
132651	W	04/06/2016	MORTON SALT INC. ACCT.1486888	000518	RECONCILED:04/29/2016		1,824.48
132929	W	04/27/2016	MR. LIGHTBULB	011760			1,703.40
132930	W	04/27/2016	MT BUSINESS TECHNOLOGIES	001656			4,477.17
132801	W	04/19/2016	MUSIC IN MOTION	001255	RECONCILED:04/29/2016		254.54
132802	W	04/19/2016	MUSIC IS ELEMENTARY	005232	RECONCILED:04/29/2016		349.68
132803	W	04/19/2016	NAGY BUILDING COMPANY LLC	010970	RECONCILED:04/29/2016		7,138.00
132652	W	04/06/2016	NASCO	000320	RECONCILED:04/29/2016		2,264.40

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132804	W	04/19/2016	NASCO	000320	RECONCILED:04/29/2016		87.36
132931	W	04/27/2016	NASCO	000320			1,075.52
132858	W	04/25/2016	NATIONAL CATHOLIC FORENSIC LEA NCFL/JASON ROBINSON	015080			1,785.00
132859	W	04/25/2016	NATIONAL FORENSIC LEAGUE 125 WATSON ST.	003116			365.00
132860	W	04/25/2016	NATIONAL MEDICAL EXCESS LLC	014490			60,459.38
132932	W	04/27/2016	NATIONAL SCHOOLS FORMS, INC. IVY BUSINESS FORMS, INC.	014754			1,934.88
132715	W	04/18/2016	NEFF COMPANY, THE	000321	RECONCILED:04/29/2016		200.23
132933	W	04/27/2016	NICHOLS PAPER & SUPPLY CO.	014828			797.57
132653	W	04/06/2016	NICKLES BAKERY INC. ACCTS. REC.	000265	RECONCILED:04/29/2016		1,348.19
132934	W	04/27/2016	NORDMANN ROOFING RANDY CARNS	003055			7,654.00
132977	W	04/29/2016	NORRIS, BOB THE CLASS ACT	002217			175.00
132861	W	04/25/2016	NOTRE DAME GIRLS BASKETBALL	014416			525.00
132654	W	04/06/2016	NWO BEVERAGE, INC.	005100	RECONCILED:04/29/2016		36.00
132716	W	04/18/2016	OAEP ATTN: LISA MC CULLOUGH	003273			75.00
132806	W	04/19/2016	OE MEYER COMPANY	012478	RECONCILED:04/29/2016		103.30
132717	W	04/18/2016	OFFICE DEPOT, INC. ACCT# 31805279	002424	RECONCILED:04/29/2016		361.52
132935	W	04/27/2016	OFFICE DEPOT, INC. ACCT# 31805279	002424			9.45
132978	W	04/29/2016	OFFICE DEPOT, INC. ACCT# 31805279	002424			327.31
132655	W	04/06/2016	OHIO & MICHIGAN PAPER CO.	001484	RECONCILED:04/29/2016		612.29
132807	W	04/19/2016	OHIO BCI & I FISCAL SECTION	001427	RECONCILED:04/29/2016		932.00

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132936	W	04/27/2016	OHIO BUREAU OF EMPLOYMENT SERVICES	000086			91.33
132718	W	04/18/2016	OHIO HIGH SCHOOL ATHLETIC ASSOCIATION	002081	RECONCILED: 04/29/2016		30.00
132656	W	04/06/2016	OHIO SCHOOL BOARDS ASSOC. (OSBA)	000020	RECONCILED: 04/29/2016		4,000.00
132657	W	04/06/2016	OHIO STATE UNIV./KEEP BOOKS 329 ARPS HALL	003498	RECONCILED: 04/29/2016		165.00
132690	W	04/06/2016	PARAMOUNT HEALTH CARE FOR WIRE USE ONLY	014500	RECONCILED: 04/29/2016		166,626.60
132719	W	04/18/2016	PARAMOUNT HEALTH CARE FOR WIRE USE ONLY	014500	RECONCILED: 04/29/2016		165,973.79
132862	W	04/25/2016	PARAMOUNT HEALTH CARE FOR WIRE USE ONLY	014500	RECONCILED: 04/29/2016		161,495.54
132979	W	04/29/2016	PARAMOUNT HEALTH CARE FOR WIRE USE ONLY	014500	RECONCILED: 04/29/2016		289,451.36
132691	W	04/06/2016	PD PLAQUES	013971	RECONCILED: 04/29/2016		673.10
132805	W	04/19/2016	PEARSON CLINICAL ASSESSMENT	010032	RECONCILED: 04/29/2016		4,171.37
132658	W	04/06/2016	PEARSON EDUCATION	000179	RECONCILED: 04/29/2016		384.81
132937	W	04/27/2016	PEARSON EDUCATION	000179			5,887.23
132659	W	04/06/2016	PEPSI-COLA BOTTLING	002117	RECONCILED: 04/29/2016		2,130.74
132660	W	04/06/2016	PERRY SERVICE CO., E.W.	004427	RECONCILED: 04/29/2016		357.00
132720	W	04/18/2016	PETERS, KATE WHITMER	014604	RECONCILED: 04/29/2016		250.00
132808	W	04/19/2016	PIASECKI SERVICE INC.	001760	RECONCILED: 04/29/2016		1,130.50
132809	W	04/19/2016	PICKARD, ADAM WHITMER/CTC BLDG.	010168	RECONCILED: 04/29/2016		27.56
132810	W	04/19/2016	PIONEER MFG. CO. JEFF MC CORMICK	001379	RECONCILED: 04/29/2016		1,070.00
132938	W	04/27/2016	PIONEER VALLEY EDUCATIONAL PRESS, INC.	001820			250.80
132811	W	04/19/2016	PORTS PETROLEUM CO.	012623	RECONCILED: 04/29/2016		12,315.01

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132939	W	04/27/2016	POSTAGE BY PHONE RESERVE ACCT. ACCT. # 29137999	004750			8,000.00
132940	W	04/27/2016	PURELAND SUPPLY	013689			561.00
132661	W	04/06/2016	RADIO ENGINEERING INDUSTRIES	013861	RECONCILED:04/29/2016		365.14
132863	W	04/25/2016	RAFFERTY-EDDY, JULIE WHITMER HIGH SCHOOL	002904			79.29
132692	W	04/06/2016	RAYMOND GEDDES & CO., INC.	001256	RECONCILED:04/29/2016		421.28
132812	W	04/19/2016	REALLY GOOD STUFF	004238	RECONCILED:04/29/2016		358.93
132813	W	04/19/2016	RETTIG MUSIC, INC.	005042	RECONCILED:04/29/2016		309.12
132864	W	04/25/2016	RICHARDS, REBECCA CENTRAL OFFICE	012083			13.61
132814	W	04/19/2016	RUSH TRUCK CENTERS	014296	RECONCILED:04/29/2016		6,729.92
132941	W	04/27/2016	SAFEWAY PEST CONTROL KEITH W. HOHENSHELL	000092			900.00
132865	W	04/25/2016	SALVAGE, JO CENTRAL OFFICE	003333			95.82
132721	W	04/18/2016	SAVORY FOODS	004050	RECONCILED:04/29/2016		5,353.70
132815	W	04/19/2016	SCHICK-COWELL, BEVERLY	015173	RECONCILED:04/29/2016		56.35
132942	W	04/27/2016	SCHOLASTIC INC.	013574			365.37
132943	W	04/27/2016	SCHOLASTIC MAGAZINES BEVERLY BROWN	005995			485.60
132816	W	04/19/2016	SCHOLASTIC TESTING SERVS., INC.	000851	RECONCILED:04/29/2016		170.61
901364	M	04/22/2016	SCHOOL EMPLOYEES RETIREMENT	900003			150,522.00
132817	W	04/19/2016	SCHOOL EMPLOYEES RETIREMENT SYSTEM OF OHIO	000606	RECONCILED:04/29/2016		10,012.82
132818	W	04/19/2016	SCHOOL HEALTH SUPPLY CO.	000232	RECONCILED:04/29/2016		667.68
132944	W	04/27/2016	SCHOOL NUTRITION ASSOC.	013109			42.00
132693	W	04/06/2016	SCHREINER, JASON WHITMER	010782	RECONCILED:04/29/2016		322.48
132722	W	04/18/2016	SCHROCK, GREGORY	014322	RECONCILED:04/29/2016		400.00

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132662	W	04/06/2016	SCOBLE, KRISTY MONAC ELEMENTARY	003172	RECONCILED:04/29/2016		70.09
132945	W	04/27/2016	SHERWIN-WILLIAMS	003543			199.05
132946	W	04/27/2016	SHIRTSPACE ALL ABOUT APPAREL	015122			68.20
132947	W	04/27/2016	SIDELINES CATERING	012437			3,765.00
132819	W	04/19/2016	SIGNS & SUCH JOSEPH L. GILLEN	001535	RECONCILED:04/29/2016		1,563.00
132948	W	04/27/2016	SIGNS & SUCH JOSEPH L. GILLEN	001535			355.00
132820	W	04/19/2016	SILVERBACK SUPPLY	000062	RECONCILED:04/29/2016		1,999.90
132821	W	04/19/2016	SMART SYSTEMS STANDARDIZED FOOD SERVICE	013860	RECONCILED:04/29/2016		3,131.00
132949	W	04/27/2016	SNA - OHIO SCHOOL NUTRITION OF OHIO	014344			175.00
132866	W	04/25/2016	SNODGRASS, RYAN HARRY WHITMER HIGH SCHOOL	010885			293.02
132822	W	04/19/2016	SNYDER, LESLEY WASHINGTON/JEFFERSON	001532	RECONCILED:04/29/2016		7.10
132950	W	04/27/2016	SPECIALITY GAS GROUP PRAXAIR	012631			1,351.23
132867	W	04/25/2016	SPENGLER NATHANSON	000436	RECONCILED:04/29/2016		4,572.75
132951	W	04/27/2016	SPENTHOFF, KATHERINE WASHINGTON JR. HIGH	011955			82.50
132823	W	04/19/2016	SPIEKER COMPANY	003223	RECONCILED:04/29/2016		218,700.00
132952	W	04/27/2016	SQUIBB, MATT WHITMER	003650			146.24
132663	W	04/06/2016	ST. VINCENT MERCY MEDICAL CTR.	002794	RECONCILED:04/29/2016		1,666.66
132953	W	04/27/2016	STAPLES ADVANTAGE	001017			5,743.37
132824	W	04/19/2016	STARTS AUTO PARTS	001948	RECONCILED:04/29/2016		8,129.58
132954	W	04/27/2016	STARTS AUTO PARTS	001948			5,493.77

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132825	W	04/19/2016	STATE ROAD-E-O COMMITTEE JOE DIETRICH	013081			30.00
901363	M	04/22/2016	STATE TEACHERS RETIREMENT	900002			442,942.00
132664	W	04/06/2016	STATE TEACHERS RETIREMENT SYSTEM	000605	RECONCILED:04/29/2016		15,727.81
132826	W	04/19/2016	STATE TEACHERS RETIREMENT SYSTEM	000605	RECONCILED:04/29/2016		15,727.81
132955	W	04/27/2016	STEVENS DISPOSAL & RECYCLING	002147			9,406.95
132827	W	04/19/2016	STOUGH & STOUGH ARCHITECTS	000500	RECONCILED:04/29/2016		18,330.31
132723	W	04/18/2016	STOUP, DERICK WHITMER	014272			47.91
132956	W	04/27/2016	SUBSCRIPTION SERVICES OF AMERICA	004209			2,428.90
132828	W	04/19/2016	SUPER DUPER PUBLICATIONS	002444	RECONCILED:04/29/2016		1,158.30
132665	W	04/06/2016	SYLVAN STUDIOS	003222	RECONCILED:04/29/2016		561.75
132957	W	04/27/2016	SYLVAN STUDIOS	003222			87.00
132724	W	04/18/2016	SYLVANIA HISTORICAL VILLAGE	014241	RECONCILED:04/29/2016		235.00
132666	W	04/06/2016	TAC ATTN: BRIAN YODER	013374	RECONCILED:04/29/2016		1,481.62
132958	W	04/27/2016	TAM TED INC. MR. PLUMBER	012777			1,825.00
132829	W	04/19/2016	TCI STORE	013641	RECONCILED:04/29/2016		655.20
132959	W	04/27/2016	TCI STORE	013641			315.00
132960	W	04/27/2016	TEACHERS DISCOVERY	001202			2,745.41
132694	W	04/06/2016	TEAM SPORTS, INC.	003190	RECONCILED:04/29/2016		297.00
132725	W	04/18/2016	TEAM SPORTS, INC.	003190	RECONCILED:04/29/2016		340.00
132667	W	04/06/2016	TEXTHELP INC.	014859	RECONCILED:04/29/2016		525.00
132726	W	04/18/2016	THE ABILITY CENTER OF GREATER TOLEDO	015162	RECONCILED:04/29/2016		1,500.00
132830	W	04/19/2016	THERAPY SHOPPE, INC.	011847	RECONCILED:04/29/2016		34.46

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132668	W	04/06/2016	TLC HEALTH CARE SERVICES	011762			53,655.00
132669	W	04/06/2016	TOFT'S DAIRY CHARLES MEISLER	002347	RECONCILED:04/29/2016		15,713.90
132831	W	04/19/2016	TOLEDO AUTOMATIC DOOR	001552	RECONCILED:04/29/2016		125.00
132832	W	04/19/2016	TOLEDO BLADE ACCT. #100472	011279	RECONCILED:04/29/2016		91.20
132695	W	04/06/2016	TOLEDO BOTANICAL GARDEN BOARD	015035	RECONCILED:04/29/2016		475.00
132727	W	04/18/2016	TOLEDO CHAPTER-AMER PAYROLL WANDA GLOVER / TOLEDO ZOO	004036			48.00
132833	W	04/19/2016	TOLEDO EDISON	000010	RECONCILED:04/29/2016		6,437.64
132961	W	04/27/2016	TOLEDO EDISON	000010			1,210.94
132962	W	04/27/2016	TOLEDO ELEVATOR AND MACHINE CO	004937			1,590.00
132963	W	04/27/2016	TOLEDO MIRROR AND GLASS CO. TOLEDO GLASS LLC	000108			1,056.00
132980	W	04/29/2016	TOLEDO MUD HENS BASEBALL CLUB, INC.	011946			775.00
132728	W	04/18/2016	TOLEDO OPERA LOVIAH ALDINGER	003103			475.00
132834	W	04/19/2016	TOLEDO P.E. SUPPLY CO.	002887	RECONCILED:04/29/2016		49.80
132964	W	04/27/2016	TOLEDO P.E. SUPPLY CO.	002887			529.76
132965	W	04/27/2016	TOLEDO SPRING SERVICE & AUTO	002662			803.38
132835	W	04/19/2016	TORRENCE SOUND EQUIPMENT COMPANY	000111	RECONCILED:04/29/2016		850.00
132670	W	04/06/2016	TPC FOOD SERVICE C/O PATRICK REID	011238	RECONCILED:04/29/2016		9,409.00
132836	W	04/19/2016	TREASURER OF STATE	000358	RECONCILED:04/29/2016		225.50
132671	W	04/06/2016	TREASURER, CITY OF TOLEDO	002654			100.00
132837	W	04/19/2016	TREASURER-STATE OF OHIO DEPARTMENT OF TAXATION	000135	RECONCILED:04/29/2016		131.97
132838	W	04/19/2016	UNITED LABORATORIES	010293	RECONCILED:04/29/2016		5,711.05

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132672	W	04/06/2016	UNITED PARCEL SERVICES	000116	RECONCILED:04/29/2016		137.94
132966	W	04/27/2016	UNITY SCHOOL BUS PARTS	010375			1,310.28
132696	W	04/06/2016	VARSITY SPIRIT FASHIONS	004736	RECONCILED:04/29/2016		1,003.00
132967	W	04/27/2016	VERIZON WIRELESS ACCT. #985955088-00001	012897			1,318.74
132697	W	04/06/2016	VISION SERVICE PLAN - (OH)	010004	RECONCILED:04/29/2016		7,763.49
132839	W	04/19/2016	W.W. WILLIAMS	014160	RECONCILED:04/29/2016		875.54
132968	W	04/27/2016	W.W. WILLIAMS	014160			3,928.00
132673	W	04/06/2016	WADSWORTH SLAWSON	010301	RECONCILED:04/29/2016		1,053.45
132840	W	04/19/2016	WADSWORTH SLAWSON	010301	RECONCILED:04/29/2016		820.59
132729	W	04/18/2016	WASHINGTON JR HIGH (419-473-8487)	000040	RECONCILED:04/29/2016		925.00
901360	M	04/08/2016	WASHINGTON LOCAL DENTAL PREMIUM	950001			58,608.24
901361	M	04/08/2016	WASHINGTON LOCAL PARAMOUNT CLAIMS	950003			907,959.34
132674	W	04/06/2016	WASHINGTON LOCAL SCHOOLS	000444	RECONCILED:04/29/2016		93.00
132842	W	04/19/2016	WASHINGTON LOCAL SCHOOLS	000444	RECONCILED:04/29/2016		110.00
132675	W	04/06/2016	WASHINGTON LOCAL SCHOOLS NUTRITION SERVICES	003023	RECONCILED:04/29/2016		364.81
132841	W	04/19/2016	WASHINGTON LOCAL SCHOOLS NUTRITION SERVICES	003023	RECONCILED:04/29/2016		1,077.09
132969	W	04/27/2016	WEST MUSIC CO.	003264			2,222.55
132970	W	04/27/2016	WEX BANK	015066			54.68
132730	W	04/18/2016	WHITE, MARK WHITMER/CTC BLDG.	010725	RECONCILED:04/29/2016		100.00
132971	W	04/27/2016	WHITMER - CTC (419-473-8339)	000035			520.00
132868	W	04/25/2016	WHITMER DIGITAL GRAPHIC DESIGN BRIAN ANDERSON	012800	RECONCILED:04/29/2016		650.00

CHECK DATES BETWEEN 04/01/2016 AND 04/30/2016

ALL CHECKS SELECTED

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
132972	W	04/27/2016	WHITMER DIGITAL GRAPHIC DESIGN BRIAN ANDERSON	012800			6,800.00
132619	W	03/31/2016	WHITMER HIGH SCHOOL (419) 473-8490	000030	VOID: 04/06/2016		2,301.00
132676	W	04/06/2016	WHITMER HIGH SCHOOL (419) 473-8490	000030	RECONCILED:04/29/2016		301.00
132698	W	04/06/2016	WHITMER HIGH SCHOOL (419) 473-8490	000030	RECONCILED:04/29/2016		2,000.00
132731	W	04/18/2016	WHITMER HIGH SCHOOL (419) 473-8490	000030	RECONCILED:04/29/2016		1,436.50
132869	W	04/25/2016	WHITMER HIGH SCHOOL (419) 473-8490	000030	RECONCILED:04/29/2016		32.00
132981	W	04/29/2016	WHITMER HIGH SCHOOL (419) 473-8490	000030			1,725.00
132677	W	04/06/2016	WICHMAN COMPANY	000302	RECONCILED:04/29/2016		3,471.78
132870	W	04/25/2016	WILKINSON FUND RAISING INC. PAT WILKINSON	003063			55.00
132678	W	04/06/2016	WILLIAMS, JUDITH C. CENTRAL OFFICE	001695	RECONCILED:04/29/2016		717.30
132679	W	04/06/2016	XEROX	013711	RECONCILED:04/29/2016		432.95
V VOIDED CHECKS			7	CHECK TOTALS			33,881.02
R RECONCILED CHECKS			219	CHECK TOTALS			5,537,945.03
W WARRANT CHECKS			366	CHECK TOTALS			2,203,647.06
M MEMO CHECKS			6	CHECK TOTALS			1,611,791.76
B REFUND CHECKS			0	CHECK TOTALS			0.00
I INVESTMENT CHECKS			0	CHECK TOTALS			0.00
T TRANSFER CHECKS			0	CHECK TOTALS			0.00
D DISTRIBUTION CHECKS			0	CHECK TOTALS			0.00
C PAYROLL CHECKS			2	CHECK TOTALS			3,673,670.74
MISSING CHECKS			0				
** TOTAL CHECKS (LESS VOIDED)			367	** TOTAL NET			7,455,228.54
*** TOTAL CHECKS WRITTEN			374	*** GRAND TOTALS			7,489,109.56

**WASHINGTON LOCAL SCHOOLS
SUMMARY OF INVESTMENT EARNINGS - FYTD
ALL FUNDS - ALL BANKS**

	GENERAL FUND	P.I.-STADIUM FUND	P.I.-BLDG. FUND	LUNCHROOM FUND	DIANE RUIZ MEMORIAL FUND	EMPLOYEES MEMORIAL FUND	JODI FRANCIS MEMORIAL FUND	TRILBY SPORTSMAN FUND	BISHOP FUND	LAPOINT MEMORIAL FUND	SELF-FUNDED HEALTH FUND	EMP BENEFITS DENTAL FUND	AUXILIARY SERVICE FUND	TOTAL
Star PLUS	\$40,451.48	177.51	13177.24	0.00	100.38	80.25	41.78	54.51	32.28	15.64	6958.90	151.16	695.75	61,936.88
Star Ohio	\$3,016.06													3016.06
Fifth/Third	\$17,082.79													\$17,082.79
Fifth/Third-CD	\$0.00													\$0.00
Huntington	\$8.35													\$8.35
Huntington-CD	\$0.00													\$0.00
PNC Bank	\$215.51													\$215.51
PNC Bank-CD	\$0.00													\$0.00
	\$60,774.19	\$177.51	\$13,177.24	\$0.00	\$100.38	\$80.25	\$41.78	\$54.51	\$32.28	\$15.64	\$6,958.90	\$151.16	\$695.75	\$82,259.59

**WASHINGTON LOCAL SCHOOLS
SUMMARY OF INVESTMENT EARNINGS POSTED IN APRIL 2016
ALL FUNDS - ALL BANKS**

	GENERAL FUND	P.I.-STADIUM FUND	P.I.-BLDG. FUND	LUNCHROOM FUND	DIANE RUIZ MEMORIAL FUND	EMPLOYEES MEMORIAL FUND	JODI FRANCIS MEMORIAL FUND	TRILBY SPORTSMAN FUND	BISHOP FUND	LAPOINT MEMORIAL FUND	SELF-FUNDED HEALTH FUND	EMP BENEFITS DENTAL FUND	AUXILIARY SERVICE FUND	TOTAL
Star PLUS	\$5,040.76	97.54	1982.12	0.00	24.69	12.22	5.99	7.70	4.58	2.36	1056.98	32.47	135.89	\$8,403.30
Star Ohio	\$536.33													\$536.33
Fifth/Third	\$2,337.44													\$2,337.44
Fifth/Third-CD	\$0.00													\$0.00
Huntington	\$0.82													\$0.82
Huntington-CD	\$0.00													\$0.00
PNC Bank	\$39.64													\$39.64
PNC Bank-CD	\$0.00													\$0.00
	\$7,954.99	\$97.54	\$1,982.12	\$0.00	\$24.69	\$12.22	\$5.99	\$7.70	\$4.58	\$2.36	\$1,056.98	\$32.47	\$135.89	\$11,317.53

5. Authorization for Payment of Legal Fees

The Treasurer recommends that the Board of Education approve the following payments of legal fees as presented:

Bricker & Eckler	March Services	\$1,980.00
Spengler Nathanson	March Services	\$3,259.77

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

6. Purchases over \$25,000

Washington Local Schools Policy 6320—Purchases Limitations

All purchases (purchase order/contract) except utilities and emergency purchases, that are within the amount contained in the appropriation and were originally contemplated in the budgeting process may be made upon authorization of the Treasurer unless the contemplated purchase is for more than \$25,000, in which case prior approval is required from the Board of Education.

Per Policy 6320, the Treasurer recommends that the following requests be approved by the Board of Education:

A. District Wide Furniture Order

Total Cost..... \$76,005.20

• SchoolsIn:

Purchase Total.....\$61,199.33

• Schools Outfitter:

Purchase Total.....\$14,805.87

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____



washington local schools

MEMO

TO: JEFF FOUKE
FROM: BEVERLY SCHICK-COWELL
RE: DISTRICT-WIDE FURNITURE ORDER
DATE: April 28, 2016

It is the policy of the Board of Education that purchases over \$15,000 require multiple quotes to be obtained and purchases greater than \$25,000 require Board approval. In accordance with Bylaws and Policies, 6320- Purchases, I have enclosed quotes for district furniture for Board approval.

Invitations to quote were sent to SchoolsIn and School Outfitters. SchoolsIn originally quoted \$79,190.13. School Outfitters did offer deeper discounts on multiple items; the quote for just those items is \$14,805.87. We requested a second quote from SchoolsIn, less the items we plan to purchase from Schools Outfitters, and their second quote returned at \$61,199.33. By utilizing both vendors, rather than one, the district saved a total of \$3,184.93. The total purchase of \$76,005.20 is within our budget.

Both vendors come highly recommended. Therefore, I recommend using both vendors for our current furniture requests for the district, as follows:

SchoolsIn:	\$61,199.33
School Outfitters:	<u>\$14,805.87</u>
Grand Total:	\$76,005.20

individual attention. infinite opportunities. ®



washington local schools

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Grand Total:	\$76,005.20

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Cincinnati, OH 45262 F:877-296-3336

www.SCHOOLSin.com

Quote

Date	Quote #
4/26/2016	107961

Bill To
Washington Local Schools Accounts Payable 3505 West Lincolnshire Blvd. Toledo, OH 43606

Ship To
WLS - Warehouse 2774 Lyceum Place Toledo, OH 43613 419-473-8480

Qty	SKU	Description	Unit Price	Total
60	VIR-3400NBRM	3000 Series School Combo Desk - 18" Seat Height Navy	137.25	8,235.00T
19	VIR-TE30728DADJ	Text Series Classroom Table - 30"W x 72"L x 26"-34"H Walnut Top/Char Black	255.85	4,861.15T
32	VIR-9616	9600 Series Sled-Based Stack Chair - 16" Seat Height Navy	41.50	1,328.00T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	2,575.00	2,575.00T
1	SAN-SP904830XXX	900 Series Heavy-Duty Teacher Desk - Single Pedestal - 48"W x 30"D Walnut Top/Black Base	345.85	345.85T
2	SAN-S514-X	Vertical File Cabinet - Four Drawers, Letter Size - 25"D Putty	190.85	381.70T
3	SAN-S412-X	Vertical File Cabinet - Two Drawers, Letter Size - 22"D Dove Grey	115.25	345.75T
1	SAN-S514-X	Vertical File Cabinet - Four Drawers, Letter Size - 25"D Dove Grey	190.85	190.85T
4	SAN-S314	Vertical File Cabinet - Four Drawers, Letter Size - 26 1/2"D Black	205.25	821.00T
1	SAN-S412	Vertical File Cabinet - Two Drawers, Letter Size - 22"D Black	115.25	115.25T
5	SAN-VF31-301872	Value Line Series Cabinet - 30"W x 18"D x 72"H Putty	272.85	1,364.25T
10	SAN-TA3R-362460	Dolly: Yes Putty \$75.00 included in unit cost Elite Transport Series Mobile Storage Cabinet - Three Shelves - 36"W Dove Grey	351.25	3,512.50T

This quote is valid for 2 weeks. We look forward to doing business with you!

Sales Tax (0.0%)

Subtotal

Total

Thank you for considering SCHOOLSin.
Call us at (877) 839-3330 with questions or for help with a quote or order.

JMP



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Toledo, OH 43606

Ship To
WLS - Warehouse
2774 Lyceum Place
Toledo, OH 43613
419-473-8480

Qty	SKU	Description	Unit Price	Total
1	SAN-ER4P-362472	Elite Series Radius Edge Storage Cabinet - 36"W x 24"D x 72"H Putty	314.50	314.50T
1	SAN-BA30-341260-00	Elite Welded Steel Bookcase - 34 1/2"W x 13"D x 60"H Blue	152.25	152.25T
3	SAN-BA30-361852	Elite Welded Steel Bookcase - 36"W x 18"D x 52"H Putty	172.50	517.50T
3	SAN-BM10-361830	Elite Welded Steel Mobile Bookcase - 36"W x 18"D x 36"H Putty	181.85	545.55T
1	SAN-BA40-361872	Elite Welded Steel Bookcase - 36"W x 18"D x 72"H Multi Granite	207.50	207.50T
2	SAN-BM40-361872	Elite Welded Steel Mobile Bookcase - 36"W x 18"D x 78"H Navy	266.85	533.70T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	661.00	661.00T
15	ELR-24101	2 pk. - Open Front School Desks with Laminate Top & Metal Book Box	85.85	1,287.75T
8	ELR-14117-XX	Square Activity Table - 48"W x 48"L Grey/Navy Standard/Ball	121.85	974.80T
1	ELR-14114-XXX	Round Activity Table with Wood Top - 36"Dia Oak Top/Black	97.85	97.85T
4	ELR-14113-XX	Rectangle Activity Table - 36"W x 72"L Grey/Black Standard/Swivel	147.25	589.00T
1	ELR-14104-XX	Kidney Activity Table - 48"W x 72"L Grey/Blue Standard/Swivel	165.85	165.85T
12	ELR-0194-G	Stackable Chair with Swivel Glides - 14" Seat Height Blue	19.85	238.20T

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419-473-8480

Qty	SKU	Description	Unit Price	Total
12	ELR-0195-G	Stackable Chair with Swivel Glides - 16" Seat Height Blue	22.85	274.20T
15	ELR-15104-XX	Stackable Chair with Swivel Glides - 18" Seat Height Blue	26.85	402.75T
1	ELR-14104-XX	Kidney Activity Table - 48"W x 72"L Grey/Yellow Height/Glide: Standard/Swivel	165.85	165.85T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	566.00	566.00T
1	OSP-LF236-X	Lateral File Cabinet - Two Drawers - 36"W x 20"D x 28"H Black	243.85	243.85T
1	OSP-ECH8967X5-ECX	Work Smart Eco Leather Executive Chair with Two-Tone Stitching Black/Silver Frame	122.85	122.85T
6	OSP-3121	Work Smart 2-to-1 Synchro-Tilt Ergonomic Chair - Mid-Back Blue	137.85	827.10T
3	OSP-CUSTOM	OSP-EX2651 Work Smart Multi Functions Office Chair Mid Back Diamond Galaxy Blue	112.50	337.50T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	346.00	346.00T
9	TOT-9315R	Rectangle Activity Table - 30"W x 72"L x 21"-30"H Maple/Royal Blue	143.50	1,291.50T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	154.00	154.00T
12	COR-WS3072M	Melamine Computer Table - 30"W x 72"L x 29"H	196.50	2,358.00T
This quote is valid for 2 weeks. We look forward to doing business with you!			Sales Tax (0.0%)	
			Subtotal	
			Total	

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Ship To
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Qty	SKU	Description	Unit Price	Total
3	COR-C1996	C1996 Standing Chair Truck - 19"W x 96"L	202.50	607.50T
2	COR-R3060-C	Colorful Plastic Folding Table - 30"W x 60"L x 29"H Blue	112.25	224.50T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	345.00	345.00T
4	JON-6428JCXXX	Berries Octagon Activity Table - 48"Dia Oak/Black	148.25	593.00T
7	JON-8148JCXXX	Berries School Chair - Chrome Legs - 18" Seat Height Red	36.85	257.95T
5	JON-8148JCXXX	Berries School Chair - Chrome Legs - 18" Seat Height Orange	36.85	184.25T
5	JON-8148JCXXX	Berries School Chair - Chrome Legs - 18" Seat Height Green	36.85	184.25T
5	JON-8148JCXXX	Berries School Chair - Chrome Legs - 18" Seat Height Yellow	36.85	184.25T
5	JON-8148JCXXX	Berries School Chair - Chrome Legs - 18" Seat Height Blue	36.85	184.25T
5	JON-8148JCXXX	Berries School Chair - Chrome Legs - 18" Seat Height Purple	36.85	184.25T
1	JON-2691JCWWXXX	Rainbow Accents Mobile Storage Cabinet - Eight Compartments - 35 1/2"H	294.50	294.50T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	248.00	248.00T
30	SHA-S-30	Metal Stool - 30"H	86.50	2,595.00T

This quote is valid for 2 weeks. We look forward to doing business with you!

Sales Tax (0.0%)

Subtotal

Total

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Qty	SKU	Description	Unit Price	Total
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	228.00	228.00T
58	USC-527	H-Frame Hard Plastic Chair with Book Rack - 17 1/2" Seat Height Navy	75.50	4,379.00T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	276.00	276.00T
3	OFM-150-AA	Lite Use Task Chair with Arms Blue	93.50	280.50T
	FedEx - OFM	Shipping & Handling via FedEx Ground Service.	58.80	58.80T
1	REG-2805BK	Charisma Task Chair Blue	162.50	162.50T
	FedEx - REG	Shipping & Handling via FedEx Ground Service.	10.99	10.99T
2	BLT-8978X	Adjustable Study Carrel Oak	245.85	491.70T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	141.00	141.00T
1	CFK-1500	World Explorer Classroom Rug - Rectangle - 5' 10"W x 8' 4"L	217.25	217.25T
2	CFK-5526	A to Z Animals Carpet Squares - Set of 26	101.25	202.50T
	FedEx - CFK	Shipping & Handling via FedEx Ground Service. FREE SHIPPING	0.00	0.00T
1	JOY-1462G	Note Worthy Rug - Rectangle - 10' 9"W x 13' 2"L Rug Style: TBD	593.85	593.85T

This quote is valid for 2 weeks. We look forward to doing business with you!

Sales Tax (0.0%)

Subtotal

Total

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Quote

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Toledo, OH 43606

Ship To
WLS - Warehouse
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419-473-8480

Qty	SKU	Description	Unit Price	Total
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	141.00	141.00T
4	STE-88251Z39	Library Shelving - Double-Faced - Starter - 36"W x 23"D x 39"H Light Oak	450.50	1,802.00T
8	STE-88252Z39	Library Shelving - Double-Faced - Adder - 35"W x 23"D x 39"H Light Oak	416.50	3,332.00T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	273.00	273.00T
2	BDY-0613-XX	Wood Magazine Rack - 18 Pockets Medium Oak	141.50	283.00T
2	BDY-0617-XX	Wood Magazine Rack Base Medium Oak	31.25	62.50T
	FedEx - BDY	Shipping & Handling via FedEx Ground Service.	65.78	65.78T
1	CHI-CF650-527	Pod Pillows - Set of 6	300.25	300.25T
	FedEx - CHI	Shipping & Handling via FedEx Ground Service.	58.35	58.35T
1	SWI-1757572	Stack-and-Shred 60X Hands-Free Shredder	162.50	162.50T
	FedEx - SWI	Shipping & Handling via FedEx Ground Service.	9.08	9.08T
1	WDF-WD13236	Extra-Deep Wood Bookshelf - Three Shelves - 36"H x 36"W x 18"D	192.25	192.25T
1	WDF-WD11810	Sand & Water Table with Lid/Shelf - 24"H x 46"W x 17"D	274.85	274.85T
1	WDF-CUSTOM	WDF-WD33300 Mailbox Center 30 Cubbies	286.85	286.85T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	141.00	141.00T
1	COP-ELS1	Early Learning Station	195.25	195.25T
This quote is valid for 2 weeks. We look forward to doing business with you!			Sales Tax (0.0%)	
			Subtotal	
			Total	

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PO Box 62026 P:877-839-3330
Cincinnati, OH 45262 F:877-296-3336

www.SCHOOLSin.com

Quote

Date	Quote #
4/26/2016	107961

Bill To
Washington Local Schools
Accounts Payable
3505 West Lincolnshire Blvd.
Toledo, OH 43606

Ship To
WLS - Warehouse
2774 Lyceum Place
Toledo, OH 43613
419-473-8480

Qty	SKU	Description	Unit Price	Total
	FedEx - COP	Shipping & Handling via FedEx Ground Service.	44.59	44.59T
1	NPS-84	84 Series Double-Tier Hanging Chair Truck	225.85	225.85T
52	NPS-1300	1300 Series Triple-Brace Premium Vinyl Folding Chair Blue Vinyl/Blue Frame	20.25	1,053.00T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	198.00	198.00T
1	WAD-891-X	Heritage Series Floor Display Case - 48"W x 70"H x 18"D Autumn Oak Back: TBD Add Light: TBD	1,266.85	1,266.85T
	Freight	Shipping & Handling - Freight - TAILGATE DELIVERY - Driver will bring items to back of trailer - Customer is responsible for off loading and bringing into building.	150.00	150.00T
2	CUSTOM	NOR-STOOLACP-SO Color: TBD Plastic Stack Stools Pack of 5	50.62	101.24T
	FedEx - ABC	Shipping & Handling via FedEx Ground Service. FREE SHIPPING	0.00	0.00T
	JMP	Quote prepared by Jenn Patrick - 866-578-1176 - jenn.patrick@schooolsin.com		

This quote is valid for 2 weeks. We look forward to doing business with you!	Sales Tax (0.0%)	\$0.00
	Subtotal	\$61,199.33
	Total	\$61,199.33

Thank you for considering SCHOOLSin.
Call us at (877) 839-3330 with questions or for help with a quote or order.

JMP



**SCHOOL
OUTFITTERS**

*Furnishing great
places to learn.*

www.schooloutfitters.com • 3736 Regent Ave. • Cincinnati, Ohio 45212-3724

For assistance, please contact:

Emily Earls

Phone: 855-619-3287

Fax: 855-619-3288

emily.earls@schooloutfitters.com

Quote Summary

Quote #: QUO1754860
Valid through: 06/30/2016

Bill to:





Washington Local Schools
Beverly Schick-Cowell
2774 Lyceum Pl
WLS - Warehouse, Toledo OH 43613-2025 USA

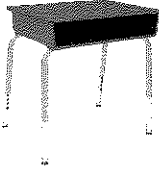



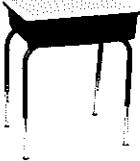

Phone: 1 (419) 473-8229
Fax: N/A
Email: bschick@wls4kids.org

Ship to:

Washington Local Schools
Beverly Schick-Cowell
2774 Lyceum Pl
WLS - Warehouse, Toledo OH 43613-2025 USA

Phone: 1 (419) 473-8229
Fax: N/A
Email: bschick@wls4kids.org

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	VIR-9018-SO	<u>9000 Series School Chair - 18" Seat Height</u>  <p>Options: <input checked="" type="checkbox"/> Seat - Navy Seat Color (+ \$0.00)</p> <p>Ships in 24 hours</p> <p>Estimated Delivery: 4 business day after order confirmation</p>	68	\$108.00	71%	\$31.24	\$2,124.32
2.	VIR-9016-SO	<u>9000 Series School Chair - 16" Seat Height</u>  <p>Options: <input checked="" type="checkbox"/> Seat - Navy Seat Color (+ \$0.00)</p> <p>Ships in 24 hours</p> <p>Estimated Delivery: 4 business day after order confirmation</p>	60	\$103.00	71%	\$30.26	\$1,815.60
3.	VIR-N918	<u>Metaphor School Chair - 18" Seat Height</u>  <p>Options: <input checked="" type="checkbox"/> Seat - Navy (+ \$0.00)</p> <p>Estimated Delivery: 18 business day after order confirmation</p>	52	\$156.00	67%	\$51.03	\$2,653.56
4.	VIR-ANTASK18-SO	<u>Analogy Series Task Chair</u>  <p>Options: <input checked="" type="checkbox"/> Chair - Navy (+ \$0.00)</p> <p>Ships in 24 hours</p> <p>Estimated Delivery: 4 business day after order confirmation</p>	15	\$441.00	83%	\$74.88	\$1,123.20

5.	VIR-785M	<u>785 Series Open Front School Desk - Plastic Book Box - Solid Plastic Top</u>	16	\$231.00	70%	\$68.45	\$1,095.20
		Options: <input checked="" type="checkbox"/> Frame – Char Black Frame Color (+ \$0.00) <input checked="" type="checkbox"/> Hard Plastic Desk Top – Gray Nebula desktop color (+ \$0.00) <input checked="" type="checkbox"/> Book Box – Black Book Box Color (+ \$0.00)					
		Estimated Delivery: 18 business day after order confirmation					
6.	SCO-SSK00117	<u>Seat Sack - Large</u>	66	\$11.95	11%	\$10.69	\$705.54
		Options: <input type="checkbox"/> Seat Sack – Blue (BL) (+ \$0.00)					
		Free Shipping Ships in 24 hours					
		Estimated Delivery: 7 business day after order confirmation					
7.	NOR-NUS1104-SO	<u>Melamine Folding Table (18" W x 48" L x 29" H)</u>	1	\$109.00	35%	\$70.39	\$70.39
		Ships in 24 hours					
		Estimated Delivery: 4 business day after order confirmation					
8.	NOR-RCETPC	<u>Trapezoid Adjustable-Height Activity Table</u>	20	\$150.57	39%	\$91.89	\$1,837.80
		Options: <input checked="" type="checkbox"/> Table Top/Edge Band Combination – Gray Top/Black Edge (-GBK) (+ \$0.00)					
		Estimated Delivery: 13 business day after order confirmation					
9.	LNT-0022-SO	<u>Open Front Desk w/ Black Frame</u>	36	\$165.00	73%	\$45.01	\$1,620.36
		Options: <input checked="" type="checkbox"/> Top – Gray (+ \$0.00)					
		Ships in 24 hours					
		Estimated Delivery: 4 business day after order confirmation					
10.	NOR-66361-PK	<u>Double-Pedestal Teacher Desk</u>	1	\$736.66	50%	\$366.49	\$366.49
		Options: <input type="checkbox"/> Desktop – Cherry Top w/ Black Trlm (+ \$0.00)					
		Ships in 24 hours					
		Estimated Delivery: 4 business day after order confirmation					
		PLEASE NOTE: BUNDLED ITEMS MAY SHIP SEPARATELY					

Shipping & Handling Breakdown

Product SubTotal: \$13,412.46

Shipping & Handling: \$1,393.41

Sales Tax: \$0.00

Grand Total: \$14,805.87

Items Shipping From:	Shipping Via:	Service(s) Included:
SO-Goff Distribution	SAIA	
Virco	SAIA	
Educator's Resource	*LTL-BEST*	
Norwood Commercial Furniture	ABF FREIGHT SYSTEM	

Important Shipping Information

Shipping is tail gate, requiring customer to unload from truck. Lift gate and inside delivery are available for additional charges.

Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until inspection is completed. Any missing parts or damages must be reported to customer service at 1-866-619-1776 within 15 days of delivery.

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.

Inventory/Pricing Information

All quoted prices are based on exact quantities and current inventory levels. Pricing subject to change in the event of altered quantities. This quote is valid through 06/30/2016.

Sales Representative Comments

To receive the price quoted, please contact me directly at emily.earls@schooloutfitters.com or 855-619-3287. Thank you!

Thank you for the opportunity to earn your business.

For Assistance: Emily Earls • Phone: 855-619-3287 • Fax: 855-619-3288 • emily.earls@schooloutfitters.com

7. Approval of Change Order

The Treasurer recommends that the Board of Education approve the Change Orders for the 2016 Stacy Field Improvements Project as presented:

A. The Spieker Company

- Change Order #1: \$18,259.01
- Change Order #2: \$19,128.58

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____



washington local schools

TO: The Board of Education
FROM: Jeff Fouke
DATE: May 18, 2016
RE: Change Order Number 1 – 2016 Stacy Field Improvements

The Board of Education has given the authority to the district Superintendent and/or Treasurer to approve change orders, up to \$25,000. In order to expedite the project, I have approved the following change orders for the 2016 Stacy Field Improvements Project, as follows:

Change Order Number 1: The Spieker Company \$18,259.01

Bulletin No. 1 Items – City of Toledo Changes

1.	1.4a	Bioswale Changes	Add	403.25
2.	1.4b	Water Meter Pit	Add	170.40
		Backflow Preventer Shelter	Add	5,650.70
		Concrete Slab	Add	1,800.00
3.	1.4c	Solid Catchbasin Lid	Add	620.00
4.	1.5	Reduce depth of Sanitary Sewer	Deduct	-1,960.00
5.	1.6	Detention Basin Changes	Add	5,593.00
6.	1.7a	Revise Storm Line	Deduct	-294.95
7.	1.7c	Revise Storm Meter Line & Outlet Structure	Add	99.90
8.		Change Grading Plan	Add	795.00
9.		Revise Supervision & Layout	Add	<u>3,000.00</u>
				15,877.40
		Overhead & Profit (15%)	Add	2,381.61
		TOTAL ADD		\$18,259.01

These changes are mainly related to moving shotput. As discussed, we initially planned on contracting ourselves; however the contractor can provide a better price. We recommend that the Board of Education approve this change order as listed. If you have any questions, please feel free to contact me.

pc: Cherie Mourlam
Jay Merritt
Doug Keller

Kristy Martin
Tom Snook

individual attention. infinite opportunities.



washington local schools

TO: The Board of Education
FROM: Jeff Fouke
DATE: May 18, 2016
RE: Change Order Number 2 – 2016 Stacy Field Improvements

The Board of Education has given the authority to the district Superintendent and/or Treasurer to approve change orders, up to \$25,000. In order to expedite the project, I have approved the following change orders for the 2016 Stacy Field Improvements Project, as follows:

Change Order Number 2: The Spieker Company \$19,128.58

Bulletin No. 1 Items – Washington Local Schools Changes

1.	1.4f	1 ½" Frsotfree Hose Bib	Add	4,374.25
2.	1.11a	Change Infield Clay Mix	Deduct	-6,382.75
3.	1.11b	Change Warning Track to Clay Mix	Add	4,182.05
4.	1.4c	Change Practice Infield Stone to 4"Thick	Deduct	-3,120.00
5.	1.12a	Add Discus Pads	Add	9,100.00
6.	1.12b	Add Shotput Pad	Add	2,300.00
7.	1.13	Change Pressbox Flooring	Add	450.00
8.		Change Scoreboard to Hardwired	Deduct	-600.00
				10,303.55
		Additional Tree Removal at Tennis Court Sidewalks	Add	2,420.00
		Existing Storm Sewer Pipe Repair	Add	<u>3,910.00</u>
				16,633.55
		Overhead & Profit (15%)	Add	2,495.03
			TOTAL ADD	\$19,128.58

These changes are related entirely to the requirements of the City of Toledo. We recommend that the Board of Education approve this change order as listed. If you have any questions, please feel free to contact me.

pc: Cherie Mourlam
Jay Merritt
Doug Keller

Kristy Martin
Tom Snook

individual attention. infinite opportunities.

STOUGH AND STOUGH ARCHITECTS

6377 River Crossing - Suite 1 • Sylvania, Ohio 43560
Phone: (419) 885-3583 • Fax: (419) 885-3824

REC'D APR 18 2016
Robert E. Stough, AIA 1926 - 2012
Craig A. Stough, AIA

April 14, 2016

Andy Keller
The Spieker Company
8350 Fremont Pike
Perrysburg, Ohio 43551

RE: **Stacy Field Improvements**
Whitmer High School
Washington Local Schools
Architect Project 201503C

Dear Andy:


Please find enclosed three copies of the following Change Orders:

Change Order No. 1 **Total Add \$18,259.01** ✓

Change Order No. 2 **Total Add \$19,128.58** ✓

Please sign all three copies of each Change Order and return to our office for signature by the Owner.

Sincerely,



Craig A. Stough, AIA
STOUGH AND STOUGH ARCHITECTS

CAS/ks

CHANGE ORDER

AIA DOCUMENT G701

OWNER
 ARCHITECT
 CONTRACTOR
 FIELD
 OTHER

PROJECT: Stacy Field Improvements
 (name, address) Whitmer High School
 Washington Local Schools

CHANGE ORDER NUMBER: 1

DATE: April 13, 2016

TO CONTRACTOR: The Spieker Company
 (name, address) 8350 Fremont Pike
 Perrysburg, Ohio 43551

ARCHITECT'S PROJECT NO: 201503C

CONTRACT DATE: January 21, 2016

CONTRACT FOR: Proposal No. 1 - General Construction - Contract I

The Contract is changed as follows:

Bulletin No. 1 Items -- City of Toledo Changes

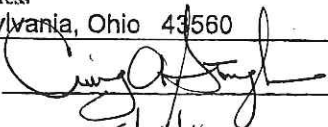
1.	1.4a	Bioswale Changes	Add	\$	403.25
2.	1.4b	Water Meter Pit	Add	\$	170.40
		Backflow Preventer Shelter	Add	\$	5,650.70
		Concrete Slab	Add	\$	1,800.00
3.	1.4c	Solid Catchbasin Lid	Add	\$	620.10
4.	1.5	Reduce depth of Sanitary Sewer	Deduct	-\$	1,960.00
5.	1.6	Detention Basin Changes	Add	\$	5,593.00
6.	1.7a	Revise Storm Line	Deduct	-\$	294.95
7.	1.7c	Revise Storm Meter Line & Outlet Structure	Add	\$	99.90
8.		Change Grading Plan	Add	\$	795.00
9.		Revise Supervision & Layout	Add	\$	3,000.00
					<u>\$15,877.40</u>
		Overhead & Profit (15%)	Add	\$	2,381.61
					<u>TOTAL ADD \$18,259.01</u>

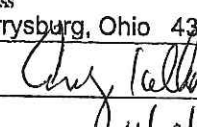
Not valid until signed by the Owner, Architect and Contractor.

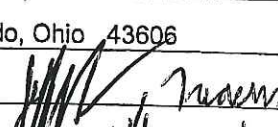
The original (Contract Sum) (~~Guaranteed Maximum Price~~) was \$1,156,000.00
 Net change by previously authorized Change Orders \$ 0.00
 The (Contract Sum) (~~Guaranteed Maximum Price~~) prior to this Change Order was \$1,156,000.00
 The (Contract Sum) (~~Guaranteed Maximum Price~~) will be (increased) (decreased) (unchanged) by this Change Order in the amount of \$ \$18,259.01
 The new (Contract Sum) (~~Guaranteed Maximum Price~~) including this Change Order will be .. \$1,174,259.01

The Contract Time will be (increased) (decreased) (unchanged) by zero (0) days.
 The date of Substantial Completion as of the date of this Change Order therefore is unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

Stough and Stough Architects
 ARCHITECT
 6377 River Crossing - Suite 1
 Address
 Sylvania, Ohio 43560
 BY 
 DATE 4/14/16

The Spieker Company
 CONTRACTOR
 8350 Fremont Pike
 Address
 Perrysburg, Ohio 43551
 BY 
 DATE 4/18/16

Board of Education
 Washington Local Schools
 OWNER
 3505 W. Lincolnshire Blvd.
 Address
 Toledo, Ohio 43606
 BY 
 DATE 4/20/16

CHANGE ORDER

AIA DOCUMENT G701

OWNER
 ARCHITECT
 CONTRACTOR
 FIELD
 OTHER

PROJECT: Stacy Field Improvements
 (name, address) Whitmer High School
 Washington Local Schools

CHANGE ORDER NUMBER: 2
 DATE: April 13, 2016

TO CONTRACTOR: The Spleker Company
 (name, address) 8350 Fremont Pike
 Perrysburg, Ohio 43551

ARCHITECT'S PROJECT NO: 201503C
 CONTRACT DATE: January 21, 2016
 CONTRACT FOR: Proposal No. 1 - General Construction - Contract I

The Contract is changed as follows:

Bulletin No. 1 Items – Washington Local Schools Changes

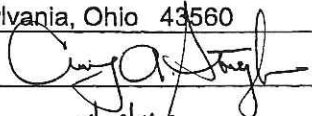
1.	1.4f	1 1/2" Frostfree Hose Bib	Add	\$ 4,374.25
2.	1.11a	Change Infield Clay Mix	Deduct	-\$ 6,382.75
3.	1.11b	Change Warning Track to Clay Mix	Add	\$ 4,182.05
4.	1.11c	Change Practice Infield Stone to 4" Thick	Deduct	-\$ 3,120.00
5.	1.12a	Add Discus Pads	Add	\$ 9,100.00
6.	1.12b	Add Shotput Pad	Add	\$ 2,300.00
7.	1.13	Change Pressbox Flooring	Add	\$ 450.00
8.		Change Scoreboard to Hardwired	Deduct	-\$ 600.00
				<u>\$10,303.55</u>
Additional Tree Removals at Tennis Court Sidewalks				Add \$ 2,420.00
Existing Storm Sewer Pipe Repair				Add \$ 3,910.00
				<u>\$16,633.55</u>
Overhead & Profit (15%)				Add \$ 2,495.03
TOTAL ADD				<u>\$19,128.58</u>

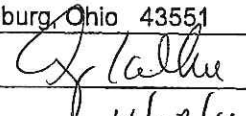
Not valid until signed by the Owner, Architect and Contractor.

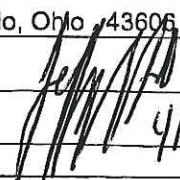
The original (Contract Sum) (~~Guaranteed Maximum Price~~) was \$ 1,156,000.00
 Net change by previously authorized Change Orders \$ 18,259.01
 The (Contract Sum) (~~Guaranteed Maximum Price~~) prior to this Change Order was \$ 1,174,259.01
 The (Contract Sum) (~~Guaranteed Maximum Price~~) will be (increased) (decreased) (unchanged) by this Change Order in the amount of \$ 19,128.58
 The new (Contract Sum) (~~Guaranteed Maximum Price~~) including this Change Order will be .. \$ 1,193,387.59

The Contract Time will be (increased) (decreased) (unchanged) by zero (0) days.
 The date of Substantial Completion as of the date of this Change Order therefore is unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

Stough and Stough Architects
 ARCHITECT
 6377 River Crossing - Suite 1
 Address
 Sylvania, Ohio 43560
 BY 
 DATE 4/19/16

The Spleker Company
 CONTRACTOR
 8350 Fremont Pike
 Address
 Perrysburg, Ohio 43551
 BY 
 DATE 4/18/16

Board of Education
Washington Local Schools
 OWNER
 3505 W. Lincolnshire Blvd.
 Address
 Toledo, Ohio 43606
 BY 
 DATE 4/20/16

8. Renewal Lease for Trilby Youth Sports Foundation (Suder Avenue)

The Treasurer recommends that the Board of Education discuss and possibly take action on the renewal lease agreement with Trilby Youth Sports Foundation.

Motion: _____

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

9. Board of Education Policy: 6460 Vendor Relations

The Treasurer recommends that the Board hold first reading on the Board of Education policy as presented:

A. 6460 – Vendor Relations

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

RECOMMENDATION IF FIRST READING IS WAIVED:
(However, not recommended to waive)

The Treasurer recommends that the Board approve the Board of Education policies as presented:

A. 6460 – Vendor Relations

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

6460 - VENDOR RELATIONS

The Board of Education shall not enter a contract knowingly with any supplier of goods or services to this District under which any Board member or officer, employee, or agent of this School District has any pecuniary or beneficial interest, direct or indirect, ~~unless the person has not solicited the contract or participated in the negotiations leading up to the contract.~~ This prohibition shall not prevent any person from receiving royalties upon the sale of any educational material of which s/he is the author and which has been properly approved for use in the schools of this District.

Board members and school personnel shall not accept any form of compensation from vendors that might influence their recommendations on the eventual purchase of equipment, supplies, or services. Furthermore, Board members and school personnel shall not accept any compensation from a vendor after a decision has been made to purchase equipment, supplies, or services from said vendor. In addition, Board members or school personnel who recommend purchases shall not enter into a contractual arrangement with a vendor seeking to do business with the District, or a vendor with whom the District is doing business, whereby an individual board member or member of the school staff receives compensation in any form for services rendered.

Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that a Board member or member of the school staff receives such compensation, albeit unsolicited, from a vendor, the Board member or school staff member shall notify the Treasurer, in writing, that s/he received such compensation and shall thereafter promptly transmit said compensation to the Treasurer at his/her earliest opportunity.

Nothing herein shall prevent a school employee, who is not in a position to negotiate or authorize a contract with a vendor, from accepting a discount on goods purchased for personal use from a vendor with whom the Board does business (i.e., that has a contract with the Board) provided the vendor (a) extends the same discount to all of its customers and does not limit it to officials and employees of the District, (b) offers a uniform discount to all eligible school officials and employees, without limiting the offer to employees with official duties or responsibilities affecting the vendor's financial interest, and (c) does not offer the discount to school officials and employees in exchange for the performance of their public duties. Board members and/or school personnel who negotiate or authorize a vendor's contract are prohibited from accepting any discount offered by the vendor for his/her personal use. Such individuals also shall not suggest that the vendor offer an employee discount as part of the public contract.

All sales persons, regardless of product, shall receive permission from administration before contacting any teachers, students, or other personnel of the School District. Purchasing personnel shall not show any favoritism to any vendor. Each order shall be placed in accordance with policies of the Board on the basis of quality, price, and delivery with past service a factor if all other considerations are equal.

In accordance with State law, Policy **4121**, and Policy 8142, a criminal background check is required of any non-teaching employee, including individuals employed by a private company/vendor under contract with the Board to provide essential school services who will work within the District in a position which does not require a license issued by the State Board of Education, is not for the operation of a vehicle for student transportation, but does involve routine interaction with a child or regular responsibility for the care, custody, or control of a child.

R.C. 2909.33, 3319.391, 3319.392

Auditor's Bulletin 2000-006

Ohio Ethics Commission Opinion No. 2011-08 (effective Nov. 3, 2011)

10. Adoption of the Five Year Forecast

The Treasurer recommends that the Board approve the adoption of the May 2016 Five Year Forecast as presented.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

**WASHINGTON LOCAL SCHOOL DISTRICT
FIVE-YEAR FORECAST – MAY 2016 - ASSUMPTIONS**

REVENUE

Real Estate Taxes

2016 and future years does reflect an entire year's collection from the November 2014 levy. In calendar year 2015 (for calendar year 2016 tax collections) the three-year county-wide valuation update took place. We had a decrease of less than 1% in our total valuation. This is actually good news as our residential valuation decreased by 19% and our commercial valuation decreased by 4% in 2012 and previously in 2009, residential valuation was decreased by 15% and commercial valuation was unchanged.

We received \$34.0 million in 2013, \$32.1 million in 2014, and \$35.2 million in 2015. 2014 reflects a full year of tax collection of the valuation decrease from the 2012 reappraisal as well as a larger than usual taxpayer refunds (\$1.0 million). We are forecasting \$36.9 million in 2016 (full year of November 2014 levy) and all future years.

The estimating of delinquent taxes to be paid is difficult to forecast as payments will fluctuate year to year, and settlement to settlement. Washington Local is still experiencing significant successful commercial tax appeals. These tax appeals not only cause tax refunds but also lower future property tax collections. On the contrary, we are also receiving a few increases in valuations as commercial property is sold within our district.

This spring, we have received numerous first time commercial property tax appeals requesting significant reductions in their valuations. Mainly at the Franklin Park Mall parcels and the large department and Grocery stores located within our district. If many of these tax appeals are successful, it will have a significant negative impact on our revenue.

Our total assessed valuation has decreased from \$1.25 billion in calendar year 2006 to \$908 million in calendar year 2011 to \$778 million in calendar year 2012 (and 2013) and declined again to \$766 million in calendar year 2015. **This not only reduces our annual real estate tax revenue but also will require an increase in future millage requests to raise the same amount of revenue that our previous levy requests raised.**

Personal Property Taxes

Personal property tax revenue was \$11.8 million in 2005, \$10 million in 2006, \$8.9 million in 2007, \$7.3 million in 2008, \$3.3 million in 2009, \$30,870 in 2013, \$1,325 in 2014 and \$25,598 in 2015 and we are forecasting only \$1,500 in 2016. The significant decline in personal property tax payments is directly due to the affects of HB 66. This revenue source is now insignificant. Since it is subject to delinquencies only and any payments are sporadic, we are projecting \$0 in 2017 and future years for delinquent personal property tax collections.

State Aid

Our ADM increased the past five years; increasing from 6,569 in 2010, to 6,669 in 2011, 6,738 in 2012, 6,836 in 2013, 6,865 in 2014, and 6,928 in 2015. We expect our ADM to increase in 2016 to over 7,000 students. However the State has

changed how ADM is calculated. The ADM will be more of an average than a fixed number determined in October. This will have no impact on our funding as we were \$11.1 million over the state mandated cap in 2014 and \$10.2 million in 2015, **and we are forecasting to be \$13.3 million over the cap in 2016. Over three years, our state aid was reduced by over \$34 million because of the cap.**

Under past school funding legislation, these additional students combined with the decreasing assessed valuation **would have resulted in a significant increase in state aid revenue for the past few years.** However, as the State was developing a new school funding model, our state aid was less than if the previous school funding formula was being utilized. There was a new school funding formula in 2014 (currently in use) for public schools in Ohio that recognizes our increasing enrollment and significant property valuation decreases. However, the increase in our funding based on the new state aid formula system **is capped** at 6.25% in 2014, 10.5% in 2015, 7.5% in 2016 and 7.5% in 2017. **The effect of the cap reduced our state aid by \$11.1 million in 2014, \$10.2 million in 2015, and \$13.1 million in 2016. Over three years, our state aid was reduced by over \$34 million. This is nearly equivalent to one year of our taxpayers' real estate taxes.**

Unrestricted State Aid

Based on **current legislation**, ODE's estimates and what we have received this year, we are forecasting \$25.8 million in 2016, and are forecasting to receive \$27.6 million in unrestricted state aid (includes casino revenue of \$355,000) in 2017 and all future years. Based on the combination of our steady or even increasing enrollment the past few years, the significant decline in WLS' property values, annual cap increases, **AND IF** the current funding systems continues, it is likely we will receive continual increases in our state aid in 2018 and future years. However, it is also likely that our personal property tax loss payments will continue to be reduced offsetting the increases in state aid.

Based on the current funding formula and without legislation in place for 2018 or future years, we have forecasted our state funding to increase by 3% from 2017 to 2018 and 3% in 2019 and unchanged in 2020. **As we are capped, we are hopeful that 2018 and future years will have an increase more than 3%, however as any future legislation is unknown, the 3% increase is forecasted for state aid.**

Casino revenue is also recorded as State aid. Two casinos began operating in Ohio in the spring of 2012, another in October 2012, and the fourth casino began operation in March 2013. The public school districts' share of this revenue is distributed in January and August of each year; the first payment was made in January 2013. The payment is based on the public school's enrollment. Until all four casinos are in operation for an extended length of time, it is difficult to forecast what the exact payment will be for each public school student.

We received casino revenue of \$143,330 in 2013, \$349,166 in 2014, \$345,493 in 2015, and we are forecasting \$353,000 in 2016 and \$355,000 in 2017 and future years based on estimates that we have received. Again, this revenue is very difficult to forecast and is expected to fluctuate until the casino market matures. Racinos (new casinos at race tracks) will affect the casino revenue in future years. The racinos have begun operations in Ohio and will continue to expand in Ohio. These funds will not go directly to schools and may decrease casino revenue in future years.

Restricted State Aid

A new funding source has been created with the new state funding system. The economic disadvantaged funding was \$1.1 million in 2014, \$875,000 in 2015, and forecasted to be \$865,000 in 2016 and \$970,000 in 2017 and forecasted to increase by 3% in future years. Our overall funding did not increase. **This additional funding just reduced our unrestricted state funding.**

Restricted state aid includes Career-Tech funding of \$762,832 in 2014 and \$904,745 in 2015, and forecasted at \$975,000 in 2016 and \$1,015,000 in 2017 and forecasted to increase by 3% in all future years. This is an increase from 2013's Career Tech funding of \$456,091. Again, our overall funding did not increase. **Like the economic disadvantaged funding, this additional funding just reduced our unrestricted state funding.**

Catastrophic Cost

This funding is for reimbursing the expenses for special education students that exceed a certain dollar amount threshold to educate each year, which is generally near \$30,000 per year. We received \$69,155 in 2011, \$59,645 in 2012, \$103,811 in 2013, and \$0 in 2014. The 2014 payment of \$230,000 was received in 2015. When added to the 2015 payment of \$153,000, we received a total of \$383,000 in 2015. We are forecasting \$0 in 2016 as the 2016 funding of \$150,000 is not expected to be received until 2017. Therefore we are forecasted \$300,000 in 2017 and \$150,000 in all future years. These reimbursements were only a small percentage of what the actual costs were that we had incurred.

Property Tax Allocation

Property tax allocation includes the personal property tax loss (hold harmless) payments being made to the district from the State. These payments are **only partially** replacing the personal property taxes we would have received prior to HB 66. These personal property tax loss payments are based on the calendar year 2004 personal property tax values. Any personal property put in use in calendar year 2005 or later is not taxable and therefore personal property tax revenue and personal property tax loss payments will not be received for these purchases.

As our personal property tax revenue was significant, the personal property tax loss payments are also significant. We received \$8.7 million in 2011. HB 1 extended the hold harmless provisions of HB 66 until 2013 and we were expected to receive \$8.7 million in 2012 and 2013. However, due to legislative changes, these payments were reduced to \$7.4 million in 2012 and \$6.1 million in 2013. Again due to recent legislative changes, these payments were reduced another time to \$5.2 million in 2016 and \$4.3 million in 2017. These payments will continue to decrease each by approximately \$500,000 each year until they are eliminated. We are forecasting \$3.9 million in 2018 and \$3.4 million in 2019.

Homestead exemption and rollback receipts are recorded in Property Tax Allocation. The homestead and rollback was \$4.1 million in 2013, \$4.2 million in 2014, 2015, and 2016 and forecasted at \$4.2 million in 2017 and all future years.

Other Revenue

Abatement Revenue

Due to the elimination of the personal property tax, abatement revenue pertaining to personal property was also eliminated. Abatement revenue was \$3.3 million (\$1.9 million from DaimlerChrysler) in 2005, \$2.7 million (\$1.7 million from DaimlerChrysler) in 2006, \$1.8 (\$1.2 million from DaimlerChrysler) in 2007, \$1.1 million in 2008, \$430,000 in 2012, \$230,000 in 2013, \$233,000 in 2014, and \$253,000 in 2015. In 2012 we did receive a delinquent payment of \$180,000. Abatement revenue is forecasted to be \$315,000 in 2016 and \$300,000 for all future years. The majority of abatement payments we received were previously based on personal property. As the personal property tax has been eliminated, less abatement payments are being made. **The State is not reimbursing for these lost abatement payments.**

Tax Increment Financing (TIF) Payments

We receive payments for the DaimlerChrysler plant expansion and Westfield Franklin Park Mall for Tax Increment Financing (TIF) abatements. We received \$3.75 million in 2013, \$3.9 million in 2014, and \$4.2 million in 2015, and are forecasting \$4.3 million in 2016 and future years.

Other Financing Sources

Transfers In

In 2016 a transfer (cash subsidy) was needed for the Food Service Fund in the amount of \$185,000. As our Food Service Fund continues to experience losses, I have forecasted a permanent transfer \$150,000 in 2017 and all future years.

We had a self-funded health insurance fund with a balance of \$792,769. In order to self-fund our health insurance in 2014, these funds were required to be transferred from the self-funded health insurance fund to the General Fund and then transferred to the new self-funded health insurance fund that was established in 2014. This increased our revenue by \$792,769 and increased our expenditures by the same amount in 2014. This transfer-in and transfer-out had no effect on our fiscal year-end General Fund balance.

We do have annual transfers to High School Student Activity Funds (\$18,000) and for our Employee Recognition Fund (\$20,000).

Advances

We annually make advances to the Food Service Fund and the Federal Funds to maintain a positive fund balance. As these advances are loans, they are returned each year. As the Food Service Fund had a large operating deficit in 2014 (\$185,000), we were required to increase the advance (\$115,000) in 2015 and future years. We are hopeful with the cash transfer of \$185,000 in FY 2016 and in future years the Food Service Fund will be able to maintain a positive fund balance and not require an increase in the advance.

EXPENDITURES

We have estimated encumbrances outstanding on June 30, 2015 at \$1,000,000 and unchanged from future years. **Any change in the June 30, 2016 outstanding encumbrances from \$1,000,000 will impact the surplus for 2015/2016.**

We will continue to annually appropriate (budget) at 100 percent. However as we do not expend 100 percent of our budget, we reduced individual line items between .5% and 5% to reduce our total forecasted expenditures by a total of 1.5% for 2016 and all future years. We are forecasting to expend 98.5% of our budget in 2017 and all future years. We have maintained 2020 expenditures (and revenue) unchanged from 2019 based upon the difficulty of forecasting expenditures (and revenue) four years from 2016.

Personal Services

The 2012 and 2013 payroll reflects a 0.0% base wage increase and in 2014 there was a 3.0% base wage increase. In 2015 there was another 0.0% base increase. Also in 2015, OAPSE members received a one-time stipend of \$250 (\$75,250).

In 2016, per the negotiated agreement, teachers will receive a 1.5% increase (offset by increase in monthly healthcare contributions) and non-teaching staff will receive a 1.25% base increase (no change in monthly healthcare contributions) as well as the normal steps and longevity increases.

The negotiated agreements expired on June 30, 2016. Based on these negotiated agreements, we are forecasting an increase of 5.5% (3.0% wage increase and a 2.5% step increase) in 2017, a 5.0% (2.5% wage increase and 2.5% step increase) in 2018. We have forecasted 3.75% (1.25% wage increase and 2.5% step increase) and future years.

In addition to 2014 teaching staff reductions that were made (4 junior high teachers), in 2015 we reduced 4 more junior high teachers, business manager, power plant operator, ½ secretary, and in 2016, a reduction in classroom aides' hours from eight hours per day to seven hours per day will occur. However these 2015 reductions were offset by hiring additional classroom aides. In 2016 we have added 2 part time secretaries, 3.4 tutors and more classroom aides as well as bus monitors during the school year. In 2017 we forecasted an increase in 1 Junior High teacher, 1 High School ED Unit, 1 Proficiency Tutor, 1 Instructional Tutor, and 1 classroom aide. We are also making a \$250 payment in 2017 to all employees.

Due to the dramatic increase in ESC costs (\$2.0 million in 2013 to \$3.6 million in 2014) we began to administrator a few of the programs in house that were previously administrated by the ESC. This required us to hire additional teachers, psychologists, speech therapists, and occupational therapists. These additional positions will be offset by a reduction in other objects' expenditures related to the ESC contract.

State Teachers Retirement System (STRS) made significant changes to retiree benefits for retirees who retire after June 30, 2015. We had more retirees than normal (16) in 2015 and only two in 2016. As the STRS changes evolve in future years, it is likely we will begin to see less annual teacher retirements than we have had in the past. **As a beginning teacher makes less than half of an experienced**

teacher, the lower teacher retirements will begin to have an effect (increase) on future salaries as teachers will be extending their working years.

Benefits

Healthcare costs were stable the past few years; however in 2013 we had a 6.5 percent increase in healthcare, in 2014 we had an increase of 13.8% in 2015 we had an increase of 8.22%, and in 2016 we had an increase of 3.74%. In 2014 we became partially self-insured for our healthcare. We were hopeful that our healthcare cost would begin to stabilize; however due to the Affordable Care Act we are expecting more enrollees (over-age dependents). Based on negotiated agreements we have made changes to our benefits and increased the employees' monthly contributions. We have forecasted an increase of 4% in 2017 and future years. We kept 2020 healthcare cost unchanged from 2019. We are hopeful as we saw positive results by switching to self-funding in 2014, that the trend will continue into 2017 and the increases in 2018 and future years will be less than currently forecasted.

We are self-funded for dental insurance. We incurred a 10% increase in dental premiums for 2013, 20% increase in 2014, 10% increase in 2015, and are increase of 10% in 2016 and 7.5% increase in 2017 and all future years. These increases reflect the higher claim costs we were (and are) experiencing. **Our dental claims have been increasing significantly in previous years but appear to be stabilizing.**

The Workers' Compensation projected expenditures had a significant decrease in 2013 for our retrospective paid claims. Our retrospective paid claims were \$366,163 in 2010, \$218,000 in 2012, \$75,000 in 2013, \$130,912 in 2014, and \$37,422 in 2015 and in 2016 actually received a credit of \$10,810 due to subrogation of a few claims. We have been very proactive with our workers' compensation in the past few years and it appears our efforts are beginning to show savings to the district.

The payments (premiums and paid claims) made to Bureau of Workers' Compensation have been steadily declining the past few years. Our total worker's compensation costs were \$804,676 in 2010, \$427,302 in 2012, \$283,484 in 2013, \$291,143 in 2014, and \$182,200 in 2015. We are forecasting our workers' compensation costs at \$254,000 in 2016 (BWC billing changes) and \$200,000 in 2017 and all future years.

We also received \$153,298 (all funds) for a one-time rebate in 2014 and \$161,781 (all funds) in 2015 for past workers' compensation costs. This has been recorded as other revenue. It is possible that we may also receive another rebate, but that is not included in our forecast.

School Employee Retirement System (SERS) charges were always paid in arrears. SERS will have the arrears brought to current over a six year period of time. This annual payment is estimated to be approximately an additional \$136,000 and will be completed in 2017.

Purchased Services

Our charter school expenditures were \$2.6 million in 2013, \$2.7 million in 2014, and \$2.7 million in 2015. We have forecasted charter school expenditures to be \$2.4 million in 2016, \$2.6 million in 2017, \$2.7 million in 2018, and \$2.8 million in 2019 and future years.

Electric and natural gas charges were \$1.9 million in 2009, \$1.4 million in 2010, \$1.1 million in 2011, \$1.0 million in 2012, \$950,000 in 2013, \$1.2 million in 2014, and \$1.5 million in 2015. We are forecasting electric and natural gas charges of \$1.4 million in 2016, \$1.6 million in 2017 and \$1.65 million in 2018 and \$1.75 million in 2018 and future years.

We are hopeful that beginning in 2017 our electric charges will begin to decrease from the 2016 levels due to the undertaking of the HB 264 project in 2016. However as we are just beginning the project, it is too early in the project to determine the future savings as well as our energy supplier has been approved for an increase in their rates.

Supplies

We continue to review and/or reduce our budgets each year which have resulted in lower actual expenditures in these budgets than anticipated.

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Instructional Supplies	\$544,000	\$546,000	\$616,000	\$603,000
Software Expenditures	\$179,000	\$144,000	\$169,000	\$174,000
Maintenance Supplies	\$714,000	\$634,000	\$708,000	\$686,000
Bus Maintenance & Fuel	\$577,000	\$539,000	\$588,000	\$531,000
Textbooks	\$ 75,000	\$496,000	\$175,000	\$148,000

We are forecasting our instructional supplies to be \$750,000, software to be \$120,000, maintenance supplies to be \$730,000, and bus maintenance supplies and fuel to be \$480,000 in 2016 and future years. We are forecasting our textbook expenditures to be \$370,000 in 2016 and \$435,00 in 2017 and in future years.

Capital Outlay

Capital outlay expenditures, on this forecast, are used for technology equipment and career-technical equipment. Our capital outlay was \$792,000 in 2011, \$690,000 in 2012, \$558,000 in 2013, \$522,000 in 2014, and \$1,176,000 in 2015. We have forecasted \$1.2 million in 2016 and \$1.1 million in 2017 and all future years.

In 2016, 2017, and 2018 we are forecasting \$800,000 per year for HB 264 projects which includes lighting, boiler replacements, and chiller replacements. As these are HB 264 projects, we expect these energy conservation projects to pay for themselves over a period of time. Also, unlike most energy conservation projects, we are funding these projects with current cash instead of borrowing the funds.

We are also purchasing in 2016 an adjacent property to Shoreland Elementary (\$215,000) for school and community parking.

Due to the previous budget deficits and restraints to our budgets, buses, motor vehicles, and equipment purchases (except technology and CTC equipment) have been moved to the Permanent Improvement Fund. Current capital outlay

expenditures are being monitored and may be moved to the Permanent Improvement Fund in future years due to our ongoing budget deficits and declining fund balance. **The movement of other capital outlay (buses, vehicles, and equipment) from the General Fund to the Permanent Improvement Fund reduced the amount of funds available for district building projects and site improvements. Also, based on the scheduled projects in the Permanent Improvement Fund, the possibility of moving General Fund expenditures to the Permanent Improvement Fund is unlikely.**

Our district does not have bonded debt and we have been improving and repairing our buildings instead of replacing our buildings. We did borrow \$10 million in FY 2013 for the replacement of the Whitmer High School HVAC system. The debt service on this debt is being paid from the Permanent Improvement Fund. Due to the low interest rate we are earning on our investments and the higher interest rate on our debt, as well as our large cash balances, consideration will be given to refinance the our outstanding debt. This could be a shortening of term or the General Fund just paying off the debt.

Other Objects

These are mainly Lucas County auditor/treasurer fees and Lake Erie West Educational Service Center charges that are deducted from our State foundation payments.

Our auditor/treasurer fees were \$648,000 in 2012, \$628,000 in 2013, and \$594,000 in 2014, and \$626,000 in FY 2015. We have forecasted that these fees will be \$665,000 in 2016, and \$700,000 in 2017 and future years.

The Education Service Center (ESC) charges were \$2.1 million in 2012 and 2013 and \$3.6 million in 2014. Based on changes in state funding that reduced the funding to all ESCs in Ohio, our ESC charges were increased significantly in 2014. We made the decision to employ our own personnel for psychologists, speech therapists, occupation therapists, and teaching staff that previously was supplied by the ESC. We are also making other changes to the contract and are forecasting the ESC contract to be \$1.7 million in 2016 and future years. **Based on additional students being serviced by the ESC and the contracting of an Occupational Therapist, the ESC contract is expected to be \$2.0 million in 2017 and 2018 and \$2.1 million in 2019 and 2020.**

Other Financing Uses

Transfers

We annually make transfers to various high school activity funds and the Employee Recognition Fund. These two transfers totaled \$38,000 in 2015. As mentioned in the revenue section, the transfer of the self-funded insurance fund balance of \$792,769 increased our revenue by \$792,769 and increased our expenditures by the same amount in 2014. This transfer-in and transfer-out had no effect on our fiscal year-end General Fund balance.

In 2016, based on the losses experienced in the Food Service Fund, we permanently transferred \$185,000 from the General Fund to the Food Service Fund. **Based on the continued expected losses in the Food Service Fund, we are forecasting a transfer of \$150,000 in 2017 and all future years.**

Advances - Out

The Food Service Fund has experienced annual losses and surpluses but in total, has experienced a loss since 2012. We experienced a loss in 2014 of \$185,000. This was caused by a base wage increase, more employees employed in dual positions which increases their work hours increasing the healthcare enrollment, increase in healthcare premium, and 15 calamity days in 2014 (salaries paid but no revenue). In 2015 Food Service Fund did have a surplus of \$30,000. However this surplus was caused by a Federal payment made in June, instead of the usual July payment. Therefore we are expecting another deficit in 2016.

Based on the increase in Food Service Fund revenue due to the significant increase in free and reduced lunches being served (reimbursed by the Federal Government), we only needed to only advance \$75,000 in 2013, however based on the Food Service loss in 2014, we advanced \$115,000 in 2014 and will maintain that advance amount in future years.

We continue to make advances to Grant Funds to maintain a positive fund balance in these funds.

Budget Reserve (Rainy Day Fund)

The Board of Education has previously authorized a Budget Reserve in the amount of \$1,800,000. **After the passage of our November 2014 levy, the Board increased the Budget Reserve to \$3,625,000 in 2015.** This Budget Reserve is maintained for all future years. Washington Local Schools are one of the few districts in Northwest Ohio, and possibly the State, that still maintains a rainy day fund.

WASHINGTON LOCAL SCHOOL DISTRICT

LUCAS COUNTY

Schedule of Revenues, Expenditures and Changes in Fund Balances
For the Fiscal Years Ended June 30, 2013, 2014 and 2015 Actual;
Forecasted Fiscal Years Ending June 30, 2016 Through 2020

	Actual				Forecasted				
	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Average Change	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020
Revenues									
1.010 General Property Tax (Real Estate)	\$34,027,089	\$32,125,064	\$35,244,842	2.1%	\$36,915,000	\$36,900,000	\$36,900,000	\$36,900,000	\$36,900,000
1.020 Tangible Personal Property Tax	30,870	1,325	25,598	868.1%	1,500				
1.030 Income Tax									
1.035 Unrestricted State Grants-in-Aid	20,868,106	21,491,013	23,835,879	6.9%	25,828,000	27,600,000	28,420,000	29,260,000	29,260,000
1.040 Restricted State Grants-in-Aid	559,902	1,843,103	2,162,474	123.3%	1,840,000	2,285,000	2,195,000	2,255,000	2,255,000
1.045 Restricted Federal Grants-in-Aid - SFSF									
1.050 Property Tax Allocation	10,282,487	10,299,688	10,316,914	0.2%	9,463,896	8,519,336	8,036,927	7,554,518	7,554,518
1.060 All Other Revenues	1,105,421	1,465,354	1,839,398	29.0%	1,540,400	1,623,000	1,553,000	1,553,000	1,553,000
1.070 Total Revenues	66,873,875	67,225,547	73,425,105	4.9%	75,588,796	76,927,336	77,104,927	77,522,518	77,522,518
Other Financing Sources									
2.010 Proceeds from Sale of Notes									
2.020 State Emergency Loans and Advancements (Approved)									
2.040 Operating Transfers-In		792,769							
2.050 Advances-In	485,000	440,000	400,000	-9.2%	400,000	400,000	400,000	400,000	400,000
2.060 All Other Financing Sources	3,975,284	4,102,094	4,407,311	5.3%	4,627,000	4,610,000	4,610,000	4,610,000	4,610,000
2.070 Total Other Financing Sources	4,460,284	5,334,863	4,807,311	4.9%	5,027,000	5,010,000	5,010,000	5,010,000	5,010,000
2.080 Total Revenues and Other Financing Sources	71,334,159	72,560,410	78,232,416	4.8%	80,615,796	81,937,336	82,114,927	82,532,518	82,532,518
Expenditures									
3.010 Personal Services	42,043,336	43,299,514	44,184,018	2.5%	44,662,405	47,013,008	48,756,135	50,493,199	50,493,199
3.020 Employees' Retirement/Insurance Benefits	14,995,514	16,122,737	17,152,589	7.0%	18,046,521	17,942,317	18,441,563	19,131,730	19,131,730
3.030 Purchased Services	8,268,212	8,526,569	8,667,224	2.4%	9,052,054	9,348,300	9,541,000	9,752,500	9,752,500
3.040 Supplies and Materials	2,723,511	2,609,259	2,589,574	-2.5%	2,535,553	2,842,400	2,866,150	2,889,900	2,889,900
3.050 Capital Outlay	557,781	521,702	1,175,948	59.5%	2,187,533	1,844,119	1,844,119	1,053,500	1,053,500
3.060 Intergovernmental									
Debt Service:									
4.010 Principal-All (Historical Only)									
4.020 Principal-Notes									
4.030 Principal-State Loans									
4.040 Principal-State Advancements									
4.050 Principal-HB 264 Loans									
4.055 Principal-Other									
4.060 Interest and Fiscal Charges									
4.300 Other Objects	2,887,064	4,415,753	3,076,049	11.3%	2,579,097	2,952,077	2,952,077	3,053,500	3,053,500
4.500 Total Expenditures	71,475,418	75,495,534	76,845,402	3.7%	79,063,163	81,942,221	84,401,044	86,374,329	86,374,329
Other Financing Uses									
5.010 Operating Transfers-Out	46,000	835,769	38,000	810.7%	223,000	200,000	200,000	200,000	200,000
5.020 Advances-Out	465,000	440,000	400,000	-7.2%	400,000	400,000	400,000	400,000	400,000
5.030 All Other Financing Uses									
5.040 Total Other Financing Uses	511,000	1,275,769	438,000	42.0%	623,000	600,000	600,000	600,000	600,000
5.050 Total Expenditures and Other Financing Uses	71,986,418	76,771,303	77,283,402	3.7%	79,686,163	82,542,221	85,001,044	86,974,329	86,974,329
6.010 Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses	652,259-	4,210,893-	949,014	211.5%	929,633	604,885-	2,886,117-	4,441,811-	4,441,811-
7.010 Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	33,005,084	32,352,825	28,141,932	-7.5%	29,090,946	30,020,579	29,415,694	26,529,577	22,087,766
7.020 Cash Balance June 30	32,352,825	28,141,932	29,090,946	-4.8%	30,020,579	29,415,694	26,529,577	22,087,766	17,645,955
8.010 Estimated Encumbrances June 30	967,492	1,105,353	979,229	1.4%	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Reservation of Fund Balance									
9.010 Textbooks and Instructional Materials									
9.020 Capital Improvements									
9.030 Budget Reserve	3,450,000	3,450,000	3,625,000	2.5%	3,625,000	3,625,000	3,625,000	3,625,000	3,625,000
9.040 PBA									
9.045 Fiscal Stabilization									
9.050 Debt Service									
9.060 Property Tax Advances									
9.070 Bus Purchases									
9.080 Subtotal	3,450,000	3,450,000	3,625,000	2.5%	3,625,000	3,625,000	3,625,000	3,625,000	3,625,000
10.010 Fund Balance June 30 for Certification of Appropriations	27,935,333	23,586,579	24,486,717	-5.9%	25,395,579	24,790,694	21,904,577	17,462,766	13,020,955
Revenue from Replacement/Renewal Levies									
11.010 Income Tax - Renewal									
11.020 Property Tax - Renewal or Replacement									
11.300 Cumulative Balance of Replacement/Renewal Levies									
12.010 Fund Balance June 30 for Certification of Contracts, Salary Schedules and Other Obligations	27,935,333	23,586,579	24,486,717	-5.9%	25,395,579	24,790,694	21,904,577	17,462,766	13,020,955
Revenue from New Levies									
13.010 Income Tax - New									
13.020 Property Tax - New									
13.030 Cumulative Balance of New Levies									
14.010 Revenue from Future State Advancements									
15.010 Unreserved Fund Balance June 30	27,935,333	23,586,579	24,486,717	-5.9%	25,395,579	24,790,694	21,904,577	17,462,766	13,020,955
ADM Forecasts									
20.010 Kindergarten - October Count	572	516	533	-3.2%	540	540	540	540	540
20.015 Grades 1-12 - October Count	6,264	6,349	6,395	1.0%	6,497	6,497	6,497	6,497	6,497
State Fiscal Stabilization Funds									
21.010 Personal Services SFSF									
21.020 Employees Retirement/Insurance Benefits SFSF									
21.030 Purchased Services SFSF									
21.040 Supplies and Materials SFSF									
21.050 Capital Outlay SFSF									
21.060 Total Expenditures - SFSF									

See accompanying summary of significant forecast assumptions and accounting policies
Includes: General fund, Emergency Levy fund, DPIA fund, Textbook fund and any portion of Debt Service fund related to General fund debt

11. Gifts and Donations

The Superintendent recommends that the Board accept the gifts and donations as presented:

A. Home Depot Store #3848 NE Toledo

Judy Larson, 1035 W. Alexis Road, Toledo, Ohio 43612

- Donation to Jackman Elementary School of two cubic feet of Scotts Earthgro Brown Mulch to be installed in the front flower beds by Home Depot employees and a 10.5 x 7 Rumblestone bench, including hardware and weathershield.

B. Social Security Administration

Elizabeth Leeds, 4906 Monroe Street, Toledo, Ohio 43623

- Donated miscellaneous Cisco equipment to the Whitmer CTC Computer Networking program.

C. John Gallon

3634 Lincolnshire Woods Road, Toledo, Ohio 43606

- Donation of Video Production Equipment to be used with the Media Arts program – WTMR Studio, WHS Theater and Central Office.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

12. School Calendar Resolution

The Superintendent recommends that the Board approve the School Calendar Resolution for 2016-2017 and 2017-2018 as presented:

RESOLUTION

Modify School Calendars - 2016-2017 and 2017-2018

WHEREAS, the Washington Local Schools Board of Education approved the school calendars for 2016-2017 and 2017-2018 on February 18, 2015; and

WHEREAS, in 2016-2017 and 2017-2018 one student attendance day for grades K-6 will be replaced by a teacher work day each year; and

WHEREAS, the approved school calendars for 2016-2017 and 2017-2018 need to be modified to reflect the additional teacher work day;

THEREFORE, BE IT RESOLVED, that the Washington Local Schools Board of Education approves the following modifications to the 2016-2017 and 2017-2018 school calendars:

- 2016-2017 – Add a Teachers’ Work Day [K-6] on Monday, March 27, 2017
 - 2017-2018 – Add a Teachers’ Work Day [K-6] on Monday, March 26, 2018
-

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

FIRST QUARTER AUGUST 22 TO OCTOBER 27

MONDAY	AUG	22	TEACHERS' WORK DAY
TUESDAY	AUG	23	PROFESSIONAL MEETING DAY
WEDNESDAY	AUG	24	SCHOOLS OPEN. CLASSES IN SESSION A FULL DAY
MONDAY	SEP	05	LABOR DAY OBSERVANCE. SCHOOLS CLOSED
WEDNESDAY	SEP	14	DELAYED START – STUDENTS REPORT 2 HOURS LATE
FRIDAY	OCT	07	PARENT/TEACHER CONFERENCES [9-12]. SCHOOLS CLOSED 9-12
THURSDAY	OCT	13	DELAYED START – STUDENTS REPORT 2 HOURS LATE
THURSDAY	OCT	27	END OF FIRST QUARTER

SECOND QUARTER OCTOBER 28 TO JANUARY 12

FRIDAY	OCT	28	TEACHERS' WORK DAY [K-12]. SCHOOLS CLOSED K-12
MONDAY	NOV	21	PARENT/TEACHER CONFERENCES [K-8]. SCHOOLS CLOSED K-8
TUESDAY	NOV	22	PARENT/TEACHER CONFERENCES [K-8]. SCHOOLS CLOSED K-8
WEDNESDAY	NOV	23	SCHOOLS CLOSED FOR STUDENTS K-12
THURSDAY	NOV	24	THANKSGIVING DAY. SCHOOLS CLOSED
FRIDAY	NOV	25	THANKSGIVING BREAK. SCHOOLS CLOSED
TUESDAY	DEC	20	LAST DAY OF CLASS BEFORE BREAK
TUESDAY	JAN	03	CLASSES RESUME
THURSDAY	JAN	12	END OF FIRST SEMESTER

THIRD QUARTER JANUARY 13 TO MARCH 24

FRIDAY	JAN	13	TEACHERS' WORK DAY [K-12]. SCHOOLS CLOSED K-12
MONDAY	JAN	16	MARTIN LUTHER KING, JR., DAY. SCHOOLS CLOSED
FRIDAY	FEB	17	PROFESSIONAL MEETING DAY. SCHOOLS CLOSED K-12
MONDAY	FEB	20	PRESIDENTS' DAY. SCHOOLS CLOSED
FRIDAY	MAR	10	PARENT/TEACHER CONFERENCES [9-12]. SCHOOLS CLOSED 9-12
FRIDAY	MAR	24	END OF THIRD QUARTER

FOURTH QUARTER MARCH 27 TO JUNE 07

MONDAY	MAR	27	TEACHERS' WORK DAY [K-6]. SCHOOLS CLOSED K-6
THURSDAY	APR	13	LAST DAY OF CLASS BEFORE BREAK
MONDAY	APR	24	CLASSES RESUME
MONDAY	MAY	29	MEMORIAL DAY OBSERVANCE. SCHOOLS CLOSED
TUESDAY	JUN	06	LAST DAY OF INSTRUCTION [K-12]
WEDNESDAY	JUN	07	TEACHERS' WORK DAY [K-12]

Quarter	K-12			
1 st	STUDENT DAYS	47		
	STAFF DAYS		1	
2 nd	STUDENT DAYS	42		
	STAFF DAYS		1	91
3 rd	STUDENT DAYS	48		
	STAFF DAYS		1	
4 th	STUDENT DAYS*	45		
	STAFF DAYS*		1	95
		182		186

Contingency Plan / Calamity Make-up Days *

Wed.	June 07
Thurs.	June 08
Fri.	June 09
Mon.	June 12
Tues.	June 13

** In the event that **one** or more calamity make-up days are required, Teachers' Work Day will be re-scheduled for the weekday following the last calamity make-up day used.*

*4th Quarter K-6 equals 44 student days for a total of 181 days and 2 staff days for a total of 187 days.

FIRST QUARTER AUGUST 21 TO OCTOBER 26

MONDAY	AUG	21	TEACHERS' WORK DAY
TUESDAY	AUG	22	PROFESSIONAL MEETING DAY
WEDNESDAY	AUG	23	SCHOOLS OPEN. CLASSES IN SESSION A FULL DAY
MONDAY	SEP	04	LABOR DAY OBSERVANCE. SCHOOLS CLOSED
WEDNESDAY	SEP	20	DELAYED START – STUDENTS REPORT 2 HOURS LATE
FRIDAY	OCT	06	PARENT/TEACHER CONFERENCES [9-12]. SCHOOLS CLOSED 9-12
THURSDAY	OCT	19	DELAYED START – STUDENTS REPORT 2 HOURS LATE
THURSDAY	OCT	26	END OF FIRST QUARTER

SECOND QUARTER OCTOBER 27 TO JANUARY 18

FRIDAY	OCT	27	TEACHERS' WORK DAY [K-12]. SCHOOLS CLOSED K-12
MONDAY	NOV	20	PARENT/TEACHER CONFERENCES [K-8]. SCHOOLS CLOSED K-8
TUESDAY	NOV	21	PARENT/TEACHER CONFERENCES [K-8]. SCHOOLS CLOSED K-8
WEDNESDAY	NOV	22	SCHOOLS CLOSED FOR STUDENTS K-12
THURSDAY	NOV	23	THANKSGIVING DAY. SCHOOLS CLOSED
FRIDAY	NOV	24	THANKSGIVING BREAK. SCHOOLS CLOSED
WEDNESDAY	DEC	20	LAST DAY OF CLASS BEFORE BREAK
WEDNESDAY	JAN	03	CLASSES RESUME
MONDAY	JAN	15	MARTIN LUTHER KING, JR., DAY. SCHOOLS CLOSED
THURSDAY	JAN	18	END OF FIRST SEMESTER

THIRD QUARTER JANUARY 19 TO MARCH 23

FRIDAY	JAN	19	TEACHERS' WORK DAY [K-12]. SCHOOLS CLOSED K-12
FRIDAY	FEB	16	PROFESSIONAL MEETING DAY. SCHOOLS CLOSED K-12
MONDAY	FEB	19	PRESIDENTS' DAY. SCHOOLS CLOSED
FRIDAY	MAR	09	PARENT/TEACHER CONFERENCES [9-12]. SCHOOLS CLOSED 9-12
FRIDAY	MAR	23	END OF THIRD QUARTER

FOURTH QUARTER MARCH 26 TO JUNE 06

MONDAY	MAR	26	TEACHERS' WORK DAY [K-6]. SCHOOLS CLOSED K-6
THURSDAY	MAR	29	LAST DAY OF CLASS BEFORE BREAK
MONDAY	APR	09	CLASSES RESUME
MONDAY	MAY	28	MEMORIAL DAY OBSERVANCE. SCHOOLS CLOSED
TUESDAY	JUN	05	LAST DAY OF INSTRUCTION [K-12]
WEDNESDAY	JUN	06	TEACHERS' WORK DAY [K-12]

Quarter	K-12			Contingency Plan / Calamity Make-up Days *	
1 st	STUDENT DAYS	47			
	STAFF DAYS		1		
2 nd	STUDENT DAYS	46		Wed.	June 06
	STAFF DAYS		1	Thurs.	June 07
3 rd	STUDENT DAYS	44	95	Fri.	June 08
	STAFF DAYS		1	Mon.	June 11
4 th	STUDENT DAYS*	45		Tues.	June 12
	STAFF DAYS*		1		
		182	186		

** In the event that **one** or more calamity make-up days are required, Teachers' Work Day will be re-scheduled for the weekday following the last calamity make-up day used.*

*4th Quarter K-6 equals 44 student days for a total of 181 days and 2 staff days for a total of 187 days.

13. Payment for Parental Contracts in Lieu of Transportation

The Superintendent recommends that the Board approve payment for Parental Contracts in Lieu of Transportation for the following students in the amount of \$250 per child as determined by the State Department of Education for the 2015-2016 school year:

Abed, Selena - Toledo Early College	Fordley, Mia - Bennett Venture Academy
Alford, Sydney - Regina Coeli	Franklin, Tori - Horizon Science Academy
Aricchi, Gabriella - Toledo School for the Arts	Frey, Lillian - Toledo Christian
Bell, Alexis - Toledo School for the Arts	Garcia, Nevaeh - OLPH
Bernhardt, Gerald - West Side Montessori Center	Garza, Jordan - Bennett Venture Academy
Bernhardt, Mary Kathryn - West Side Montessori Center	Garza, Justin - Bennett Venture Academy
Bicanovsky, Spencer - Central Catholic High School	Garza, Savonah - Bennett Venture Academy
Biller, Corbin - Horizon Science Academy	Garza, Vincent - Bennett Venture Academy
Blake, Troy - Glass City Academy	Gignac, Jake - St. Joseph's Sylvania
Blakeman, Kailyn - St. Rose School	Gomez, Aleyna - Hope Learning Academy
Bragg, Azaria - Toledo School for the Arts	Goodfriend, Evan - Summit Academy - 1
Bresler, Jillian - Bennett Venture Academy	Guardiola, Owen - Cardinal Stritch/Kateri
Bresler, Liam - Bennett Venture Academy	Hamdah, Yasmeen - Toledo Islamic Academy
Brooks, Breezy - Toledo School for the Arts	Harris, Mynica - Glass City Academy
Brown, Cecilia - Regina Coeli	Harris, Thomas - Bennett Venture Academy
Brown, Joseph - Regina Coeli	Hawk, Mackenzie - Toledo School for the Arts
Brown, Olivia - Regina Coeli	Hendersn, Michael - Bennett Venture Academy
Brown, Richard - Horizon Science Academy	Henderson, Cordel - Bennett Venture Academy
Buenrostro, Gloria - Toledo School for the Arts	Henderson, Ma'khi - Bennett Venture Academy
Burkhardt, Meredith - Cardinal Stritch	Hileman, Derek - Toledo School for the Arts
Butler, Cory - Toledo Christian	Hileman, Gabriel - Toledo School for the Arts
Campbell, Mason - Bennett Venture Academy	Hobbs, Matylda - Summit Academy
Campbell, Vincent - Summit Academy - 2	Hooks, Jhameria - Central Catholic High School
Cannon, Alyssa - Blessed Sacrament	Howell, Paige - St. Joseph's Sylvania
Cannon, Benjamin - Blessed Sacrament	Howell, Parker - St. Joseph's Sylvania
Cannon, James - Central Catholic High School	Howell, Rylie - St. Joseph's Sylvania
Chase, Dutridge - Blessed Sacrament	Huesman, Sebastian - St. Joseph's Sylvania
Cheeks, Delanie - Toledo School for the Arts	Hunter, Ashley - Toledo School for the Arts
Cleveland, Karri - Bennett Venture Academy	Jakielek, Camden - Central Catholic High School
Cleveland, Kevon - Bennett Venture Academy	Jankowski, Blake - Regina Coeli
Crane, Melanie - Toledo School for the Arts	Jankowski, Kenley - Regina Coeli
Cundiff, Adelei - Toledo School for the Arts	Jennings, Shania - Bennett Venture Academy
Denko, Kendall - Central Catholic High School	Johnson, Antonio - Horizon Science Academy
Dixon-Townsend, Kejuan - Glass City Academy	Johnson, Makyia - Horizon Science Academy
Donovan, Joseph - Cardinal Stritch	Jude, Davon - Toledo School for the Arts
Donovan, Sean - Cardinal Stritch	Kane, Colin - Cardinal Stritch/Kateri
Douglas, Angelique - St. Joseph's Sylvania	Kane, Kara - Cardinal Stritch/Kateri
Douglas, Jay - St. Joseph's Sylvania	Kane, Katelyn - Cardinal Stritch/Kateri
Drenner, Dylan - Central Catholic High School	Kane, Kylie - Cardinal Stritch/Kateri
Dudley Faith - Horizon Science Academy	Karalfa, Blake - St. Joseph's Sylvania
Dupree, Booker - Bennett Venture Academy	Kareem, Sara - Toledo Islamic Academy
Easterwood-Gardner, Halyn - Bennett Venture Academy	Keller, Pyper - Toledo School for the Arts
Easterwood-Gardner, Holden - Bennett Venture Academy	Kellers, Elle - Toledo School for the Arts
Easterwood-Gardner, Jace - Bennett Venture Academy	Koralewski, Megan - Central Catholic High School
Edwards, Chelyan - Toledo School for the Arts	Krichbaum, Sailer - West Side Montessori Center
Ehlert, Joshua - Central Catholic High School	Kunzler, Alexandria - Toledo School for the Arts
Ehlert, Julia - Central Catholic High School	Langdon, James - Toledo School for the Arts
Ellis, Mariah - Toledo School for the Arts	League-Stein, Mario - Central Catholic High School
Esparza, Nathaniel - Summit Academy	Leitner, Harper - Maumee Valley Country Day
Esposito, Dominic - Cardinal Stritch	Leitner, Isaac - Maumee Valley Country Day
Exton, Charles - Monclova Christian Academy	Likes, Ryleight - Bennett Venture Academy
Farhan, Abdulraheem - Toledo Islamic Academy	Loucks, Lauren - Cardinal Stritch
Fleniken, Maegan - Toledo School for the Arts	Maher, Preston - Cardinal Stritch/Kateri
Flick, Daniel - Bennett Venture Academy	Managhan, Paige - Toledo School for the Arts
Flick, Robert - Bennett Venture Academy	Martin, Camron - Bennett Venture Academy
Flowers, Andrew - Cardinal Stritch	Martinez, Christopher - Bennett Venture Academy
Folger, Karly - Toledo School for the Arts	Mauder, Devin - Central Catholic High School
Fordley, Caiden - Bennett Venture Academy	McClendon, Ebonee - Horizon Science Academy

McConnell, Breanna - Toledo School for the Arts
 McConnell, Danielle - Toledo School for the Arts
 McCourt, Hailey - Cardinal Stritch
 McCourt, Joseph - Cardinal Stritch
 McCrory, Logan - Blessed Sacrament
 McGovern, Neva - Toledo School for the Arts
 McKay, Cedkita - Glass City Academy
 McLennan, Gavin - Summit Academy - 1
 Mehling, Adrienne - Central Catholic High School
 Melman, Evalyn - Bennett Venture Academy
 Miller, Grace - Toledo School for the Arts
 Montoya, Andreas - Central Catholic High School
 Moore, Donte - Bennett Venture Academy
 Moss, Kenny - Horizon Science Academy
 Moss, Mathew - Horizon Science Academy
 Moss, Passion - Horizon Science Academy
 Moss, Rayven - Horizon Science Academy
 Napier-McClendon, Jersey - Horizon Science Academy
 Niese, Lincoln - West Side Montessori Center
 Nye, Seneca - Toledo School for the Arts
 O'Connor, Darrian - Cardinal Stritch
 Orwig, Natalya - Toledo School for the Arts
 Parker, Jordan - Central Catholic High School
 Pawloski, Payton - Wildwood Environmental Academy
 Peacock, Ray'zanel - Bennett Venture Academy
 Peck, Bailey - Bennett Venture Academy
 Peck, Hayden - Bennett Venture Academy
 Petersen, Kiersten - Toledo School for the Arts
 Pietrzak, Joel - Central Catholic High School
 Pinedo-Castillo, Miguel - Central Catholic High School
 Pitts, Andrea - Horizon Science Academy
 Pitts, Isaiah - Horizon Science Academy
 Pitts, Samuel - Horizon Science Academy
 Plummer, Rhianna - Bennett Venture Academy
 Pontious, James - Bennett Venture Academy
 Pontious, Ricky - Bennett Venture Academy
 Pool, Jennifer - Central Catholic High School
 Preston, Anna - Blessed Sacrament
 Przeniczny, Jacob - Central Catholic High School
 Rahal, Hamza - Toledo Islamic Academy
 Rahal, Suha - Toledo Islamic Academy
 Reil, Chandler - Summit Academy - 2
 Richardson, Diamond - Toledo School for the Arts
 Riddle, Grant - Maumee Valley Country Day
 Ritchie, Aryah - Bennett Venture Academy
 Ritchie, Ivy - Toledo School for the Arts
 Ritchie, Jamason - Bennett Venture Academy
 Robinson, Ethan - Regina Coeli
 Robinson, Jacob - Regina Coeli
 Rohn, Cody - Glass City Academy
 Rosado, Skiler - Bennett Venture Academy
 Rosand, Preston - Bennett Venture Academy
 Rose, Tyler - Central Catholic High School
 Rospert, Angelina - Toledo Christian

Rowland, Donald - Toledo School for the Arts
 Russell, Ean - Cardinal Stritch/Kateri
 Russell, Emilee - Bennett Venture Academy
 Russell, Morgan - Cardinal Stritch
 Russen, Bella - Wildwood Environmental Academy
 Rybarczyk, Julia - Toledo School for the Arts
 Santillan, Gabriella - Toledo School for the Arts
 Sawyer, Peyton - Bennett Venture Academy
 Sekelsky, Skylar - Summit Academy - 1
 Shaw, Devon - Toledo School for the Arts
 Sherman, Faith - Monclove Christian Academy
 Simmet, Stewart - Bennett Venture Academy
 Sinclair, Bryce - Bennett Venture Academy
 Skibinski, Jacob - Cardinal Stritch/Kateri
 Smaciarz, Parker - Hope Learning Academy
 Smidi, Ahmad - Toledo Islamic Academy
 Smidi, Ibraheem - Toledo Islamic Academy
 Smidi, Ismael - Toledo Islamic Academy
 Smidi, Sarah - Toledo Islamic Academy
 Smidi, Yousef - Toledo Islamic Academy
 Smidi, Zakariya - Toledo Islamic Academy
 Snyder, Leo - West Side Montessori Center
 Snyder, Violet - West Side Montessori Center
 Spencer, Samantha - Toledo School for the Arts
 Stanfield, Ryan - Toledo Christian
 Stewart-Munoz, Alexandria - Bennett Venture Academy
 Stiff, Kendall - Toledo Christian
 Strauss, Elijah - Bennett Venture Academy
 Strauss, Zorion - Bennett Venture Academy
 Stuchol, Brandon - Bennett Venture Academy
 Sutherland, Claudell - Bennett Venture Academy
 Swartz, Jordan - Central Catholic High School
 Swartz, Joshua - Central Catholic High School
 Swartz, Parker - Central Catholic High School
 Thomas, Conor - Central Catholic High School
 Thomas, Gretchen - Central Catholic High School
 Torres, Gustavo - Cardinal Stritch/Kateri
 Turski, Claire - Cardinal Stritch
 Vrooman, Anthony - Bennett Venture Academy
 Wagner, Lily - Bennett Venture Academy
 Wagner, Mackenzie - West Side Montessori Center
 Wagoner, Meghan - Central Catholic High School
 Walczak, Andrew - Summit Academy - 1
 Walton, DeShaun - Bennett Venture Academy
 Walton, Johnny - Bennett Venture Academy
 Walton, Kayla - Bennett Venture Academy
 Weber, Kourtney - Central Catholic High School
 White, Tessa - Cardinal Stritch/Kateri
 Wodarski, Jayden - Bennett Venture Academy
 Wolfe, Casey - Cardinal Stritch/Kateri
 Young, Sheldon - Toledo School for the Arts
 Zamora, Wayne - Horizon Science Academy
 Zeunen, Kaleb - Hope Learning Academy

Moved by: _____

Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

14. Textbook Adoption

The Superintendent recommends that the Board adopt the textbook as presented:

A. *A History of Western Society, Since 1300, 11th Edition*

- \$9,099.30 (70 books @ \$129.99 each)
- Course: AP European History (Grades 9-12)
- Author: John McKay
- Publisher: Bedford/St. Martin
- Copyright Date: 2014 (11th Edition)
- ISBN: 978-1-4576-7710-6

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____



washington local schools

MEMO: Executive Summary
RE: AP European History Textbook Adoption
DATE: May 9, 2016
FROM: Brian Davis

NOTE: This textbook request is a replacement for the one approved by the Board at the March meeting. Mr. Hodnicki found this book after that approval and would prefer to use this textbook instead. The cost of the book is comparable and has been vetted appropriately.

The current AP European History textbook has a copyright date of 1999. This new textbook will align more completely with the Advanced Placement syllabus and comes highly recommended for AP European History. *A History of Western Society, Since 1300, 11th Edition*. The online resources associated with this adoption enable students to engage content, primary sources, and assess their learning in preparation for the assessments and the AP test.

Please find the following information regarding the recommendation to purchase the following resources:
A History of Western Society, Since 1300, 11th Edition.

Selection Process

The Social Studies department chair and instructors of social studies AP courses met to review available resources. Two vendor products were reviewed. With a 1999 copyright for the current resource, the staff felt that it was time to identify a more updated option.

Rationale for Recommending

AP European History (Grades 9-12)

- **Title:** *A History of Western Society, Since 1300, 11th Edition*.
Authors: John McKay
Publisher: Bedford/St. Martin
Copyright Date: 2014 (11th Edition)
ISBN: 978-1-4576-7710-6
- The textbook is exceptionally well aligned and equipped for the AP European History curriculum which requires exposure to primary source documents and assessment methods that will prepare students for the AP European History test.
- This resource exposes students to an entry level college text by analyzing information, drawing connections, incorporating social, cultural, and political impacts as students develop appropriate critical things skills.
- The online availability of the textbook will make it accessible to students both at school and home.

individual attention. infinite opportunities.

BRIAN DAVIS, Director
Curriculum & Instruction (K-12)



Ph: 419.473.8230
Fax: 419.473.8247

washington local schools

Purchasing Details

- By ordering the materials this spring, teachers will have an opportunity to access shipped materials prior to the end of this school year giving them time over the summer to get oriented to the new resource.
- We will investigate whether we will be able to reduce shipping rates by utilizing the Ohio School Council consortium.
- Total cost of the AP European History adoption: \$9,0990.30. This does not reflect shipping costs.

Let me know if you have any questions.

Thanks,

A handwritten signature in black ink, appearing to read 'Brian E. Davis'. The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Brian E. Davis

individual attention. infinite opportunities.

3505 W. Lincolnshire Blvd. Toledo, OH 43606-1299 • www.wls4kids.org



**Washington Local Schools
Curriculum and Materials Evaluation**

Curriculum Area: Social Studies

Course Title: AP European History

Grade Level: 10th Ability Level: High School (Grades 9-12)& Undergraduate/Entry College

Textbook Information

Text Title: A History of Western Society, Since 1300, 11th Edition, For AP (ISBN:978-1-4576-7710-6)

Core: World History/Global Issues Supplementary: _____

Author: John McKay

Publisher: Bedford/St. Martin's Publisher Copyright Date: 2014 (11th Edition)

Number of Books Requested: 70 Estimated Price per Book: \$129.99

Name of Reviewer: Christopher Hodnicki Date: 2/29/16

Section 1 Content	Poor		Average		excellent		Not Applicable
	1	2	3	4	5		
1. Addresses Ohio State Standards & AP Standards and indicators for the subject matter.					X		
2. Text and activities support the District standards.					X		
3. Addresses the Washington Local School District curricular standards, appropriate to the course & AP					X		
4. Accurate, up to date content.					X		
5. Skills and strategies are clearly presented within the text					X		
6. Content appropriate for pupils' level of maturity					X		
7. Includes material which is accurate, objective, and current, suited to the needs and comprehension of pupils at the respective age level for which the course is offered.					X		
8. Content promotes problem solving and critical thinking skills. (Rigor)					X		
9. Accurately portrays the cultural and racial diversity of our society.					X		
10. Includes the role and contributions of ethnic and cultural groups.					X		
11. Includes contributions of both men and women in all types of roles.					X		
12. Includes the role and contributions of the entrepreneur and labor.					X		
13. Accurately portrays ecological systems and the necessity for the protection of our environment.					X		

	Poor		Average		Excellent	
	1	2	3	4	5	Not Applicable
Section 2 Readability						
14. Reading level appropriate to students' reading level					X	
15. Higher level thinking skills built into content and illustrations to involve and interest students					X	
16. In-text definitions and phonetic re-spellings given for new or difficult words					X	
17. Pages have an open, easy-to-follow organization and consistent, clear placement of headings					X	
18. Examples are provided to which students can easily relate					X	
Section 3 Visuals						
19. Picture headings are functional and assist with learning					X	
20. Cultural and gender stereotypes are avoided					X	
21. Graphs, data tables, flowcharts clarify and/or illustrate information presented in text					X	
22. Placement is accurate and doesn't detract from readability of text					X	
Section 4 Teaching and Learning Features						
23. Opportunities for application of learning materials to students' lives					X	
24. Activities built into unit/chapter to stimulate pupil involvement					X	
25. Flexible unit, chapter, and section organization that is easily adapted to individual classroom needs					X	
26. Exercises for review and evaluation are provided					X	
27. Lab materials						X
28. Support materials available in Spanish or other languages						X
29. Technology resources are available					X	
• Book online					X	
• Smartboard resources					X	
• Other: List-						

Is the Technology supported by our System? (circle) **Yes** or No

Signed: (Computer Services) _____

Describe main strengths of this book/resource.

The textbook focuses on all aspects of history from the 1300s/Middle Ages to the Present by emphasizing the cultural and social impact in context with the boarder connections to historical events. It offers over 150 written and picture primary sources which allow students to engage historical events/topics. There is a student site that offers chapter outlines, study guides, self-tests, map quizzes, research/reference sources, formatting research papers, and documenting sources.

Describe major weaknesses of this book/resource.

None at this time.

WASHINGTON LOCAL SCHOOLS

Instructional Materials / Textbook Recommendation Form

It is recommended that the materials listed below be considered for adoption by the Washington Local Board of Education for use in the subject area designated.

Title of Text: A History of Western Society, Since 1300, 11th Edition, For AP (ISBN:978-1-4576-7710-6) Copyright 2014 (11th Edition)

Publisher Bedford/St. Martin Publisher Author/s John McKay

Course title/ grade level AP European History/ High School (Grades 9-12) & Undergraduate/Entry College

PLEASE CHECK ONE: * Replacement Supplemental New adoption

- If a textbook is currently being used, and the textbook being recommended is going to replace the one currently in use the following information MUST BE COMPLETED.

Name of current text World History: Patterns of Interaction Copyright 1999

Publisher McDougal Littell Author/s Edgar Schuster

Course title/ grade level Honors Global Issues/ High School (Grades 9-12)

+++++

A total of 2 different sets of instructional materials in this subject area were considered in making this recommendation.

Chairman

Approved: Brian Davis

Brian Davis, Director of Curriculum

+++++

of books required (if applicable) 70 Cost per book (if applicable) \$129.99 Total cost of adoption \$9,099.30

+++++

Approved: _____

Cherie Mourlam, Superintendent of Schools

Approved: _____

BOARD OF EDUCATION

Date: _____

Recommendation and Rationale

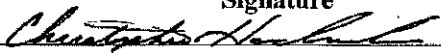
This textbook is highly recommended for the AP European History course. AP curriculum developers, assessors, and 98% of AP European History teachers use A History of Western Society 11 Edition. The textbook is exceptionally well aligned and equipped for the AP European History curriculum which requires exposure to primary source documents and assessment methods to prepare students for the AP European History test. The textbook exposes students to an entry level college text by analyzing information, drawing connections, incorporating social, cultural, and political impacts as students develop appropriate critical thinking skills. Finally, the online resources enable students to engage content, primary sources, and assess their learning in preparation for the assessments and the AP test.

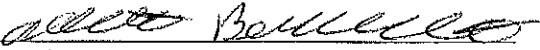
Curriculum Committee Members

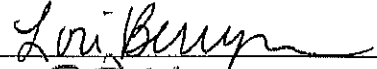
Print Name

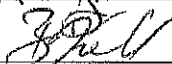
1. CHRISTOPHER HOONICKI
2. Albert Bernhardt
3. Lori Benyman
4. Brian D. Kahl
5. Lucas Hoel
6. Josh Adams
7. _____

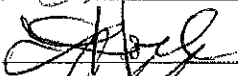
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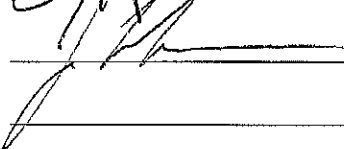












15. Course of Study Resolution / Whitmer CTC

The Superintendent recommends that the Board approve the resolutions and adopt the Course of Study for Whitmer CTC programs as presented:

- A. Automotive Technology
- B. Computer Networking Technology
- C. Construction Technology
- D. Criminal Justice
- E. Culinary Arts
- F. Project Lead the Way - Engineering
- G. Marketing Communications
- H. Media Arts
- I. Medical Academy
- J. Welding – Manufacturing Operations

WHEREAS, the **Automotive Technology** Advisory Committee of the Washington Local School District has reviewed the Automotive Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Automotive Technician; and

WHEREAS, the Automotive Technology Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Automotive Technology Course of Study.

WHEREAS, the **Computer Networking** Advisory Committee of the Washington Local School District has reviewed the Computer Networking Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Computer Networking; and

WHEREAS, the Computer Networking Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Computer Networking Course of Study.

WHEREAS, the **Construction Technology** Advisory Committee of the Washington Local School District has reviewed the Construction Technology Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Construction Technology; and

WHEREAS, the Construction Technology Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Construction Technology Course of Study.

WHEREAS, the **Criminal Justice** Advisory Committee of the Washington Local School District has reviewed the Criminal Justice Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Law and Public Safety; and

WHEREAS, the Criminal Justice Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Criminal Justice Course of Study.

WHEREAS, the **Culinary Arts** Advisory Committee of the Washington Local School District has reviewed the Culinary Arts Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Culinary Arts; and

WHEREAS, the Culinary Arts Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Culinary Arts Course of Study.

WHEREAS, the **Project Lead the Way - Engineering** Advisory Committee of the Washington Local School District has reviewed the Project Lead the Way - Engineering Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Engineering Professions; and

WHEREAS, the Project Lead the Way - Engineering Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Project Lead the Way - Engineering Course of Study.

WHEREAS, the **Marketing** Advisory Committee of the Washington Local School District has reviewed the Marketing Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Marketing Professions; and

WHEREAS, the Marketing Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Marketing Course of Study.

WHEREAS, the **Media Arts** Advisory Committee of the Washington Local School District has reviewed the Media Arts Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Media Arts; and

WHEREAS, the Media Arts Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Media Arts Course of Study.

WHEREAS, the **Medical Academy** Advisory Committee of the Washington Local School District has reviewed the Medical Academy Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Medical Professions; and

WHEREAS, the Medical Academy Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Medical Academy Course of Study.

WHEREAS, the **Manufacturing Operations** Advisory Committee of the Washington Local School District has reviewed the Manufacturing Operations Course of Study; and

WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Manufacturing Operations; and

WHEREAS, the Manufacturing Operations Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local School District adopt the Manufacturing Operations Course of Study.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

**Automotive Technology
Taxonomy #: T9**

**Course of Study
Junior & Senior Program**

Developed by:

Mark White and Joe Brower

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

September, 2015

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**Section 1:
RESOLUTION**

Washington Local School Board

WHEREAS, the Automotive Technology Advisory Committee of Washington Local School District has reviewed the Automotive Course of study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Automotive Technician, and

WHEREAS, the Automotive Technology Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Automotive Technology Course of Study.

Approval date: _____

Superintendent

Board President

Section 2:
COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquiries regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

**Section 3:
APPROVAL BY ADVISORY COMMITTEE**

After reviewing this document, we recommend that the Automotive Technology Course of Study be approved and adopted.

Mark White

Automotive Technology 1 Instructor
Title
September 10, 2015
Date

Joseph Brower

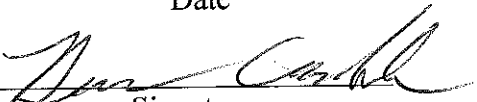
Automotive Technology 2 Instructor
Title
September 10, 2015
Date

Drew Conkle

Brondes Ford Service Manager
Title
5/5/16
Date

Tony Chorney

Parent/Chorney Home Improvement owner
Title
5/5/16
Date



Signature



Signature

Thomas McRitchie

Automotive Instructor
Title
Owens Community College
Title
5/5/16
Date

Tracy Campbell

Transportation Technology Department
Title
Chairmen Owens Community College
Title
5/5/16
Date



Signature



Signature

Ed Meggitt

Service Manager Smitty's Automotive
Title
5/5/16
Date

David Marrufo

Tireman Inc. Hiring/Training manager
Title
5/5/16
Date



Signature



Signature

Section 4:
DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION
WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5:
WHITMER HIGH SCHOOL PHILOSOPHY AND OBJECTIVES

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6:
EXPLORING CAREERS IN
AUTOMOTIVE TECHNOLOGY PROGRAM DESCRIPTION

Program Philosophy and Goals

The Exploring Careers in Automotive Technology Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future automotive programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. Prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Automotive Technology Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing a career in the automotive industry. The program curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Career Paths for the Automotive Professions. This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Automotive Professions document by a panel of representatives from secondary, post-secondary, and business leaders.

Students will earn four credits for their combination of classroom instruction and extensive work-based learning experiences. Based upon their interest, students are placed in at least four various automotive facilities during their senior year. They will have approximately four hundred fifty hours of contact time at the end of the program.

Upon completion of this program, students will have a more defined idea of future choices within the automotive industry. Many students can receive college credit for their work-based learning experiences through dual enrollment with Owens Community College.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math
General Physical Science	Biology 1	Science Elective	177001 Power Train, 177002 Electrical
American Experience	Global Issues	American Government	177006 Engine Performance
Health/PE	PE	177000 Ground Transportation Maintenance	Elective
	Intro to Automotive	177003 Undercarriage Systems, 177004 HVAC	Elective
		Elective	Elective
		Elective	Elective

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into career / post-secondary education. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Time is allotted each week for the Auto Technology coordinator to network with the current placement mentor teachers to coordinate visitation schedules, intern students' activities and/or applications in their weekly lesson plans.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the automotive industry as a whole. Internships/Mentoring assignments/Job shadowing are all examples of work-based opportunities.

Articulation agreements CC+ have been developed between Owens's Community College. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Automotive Technology program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in Automotive Technology are also members of Skills USA. Participation in Skills USA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase.

Population Served

The Auto Technology program is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a post-secondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
General Service Technician	Under Carriage Technician	Engine Performance Technician
Tire Technician	Powertrain Technician	End of line Technician
Maintenance Technician	HVAC Technician	Automotive Instructor
General Service Technician	Transmission Technician	District Manager
Parts distribution	Service Writer	Industry Trainer
Dealer Porter	Automotive Shop Manager/Owner	Automotive Shop Owner/ Franchise Manager

Performance Measures

- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio
- Pass the current testing required to graduate

Section 7: SCOPE AND SEQUENCE

Curriculum Course Content

Ground Transportation Maintenance

Subject Code: 177000

In this first course, students will apply skills needed to inspect and perform general service on vehicles. Students will research applicable service information and technical service bulletins, and perform maintenance on vehicles. Students will inspect and service engine, drive train, suspension, steering, electrical and braking systems. Students will perform ignition maintenance including spark plug/glow plug and ignition wire and coil pack replacement. Additionally, students change fluids, filters and inspect vehicles for leaks and fluid condition.

Ground Transportation Engine and Power Train

Subject Code: 177001

Students will inspect, adjust and repair internal combustion engines and drivetrain. Topics include physical and mechanical principles of engines, transmissions and transaxles, differentials and cooling systems. Students will learn precision measurement, inspection, and reconditioning techniques. Students will also identify customer's needs, determine labor rates, and create estimates.

Ground Transportation Electrical/Electronics

Subject Code: 177002

Student will diagnose and repair vehicle electrical systems, including chassis electrical, charging, starting and lighting systems. Students will learn the fundamentals of direct current (DC) electronics including series, parallel, and series-parallel circuits. Students will use electronic diagnostic tools, read schematics, and utilize printed and electronic repair manuals to troubleshoot electrical circuits, test components and replace defective modules.

Automotive Braking, Suspension, and Steering Systems

Subject Code: 177003

Students will perform inspections, troubleshoot malfunctions and service automotive undercarriage systems. Students will identify poor performing hydraulic brake systems and replace malfunctioning components. Students will install coil and leaf springs, shock absorbers and struts, and replace wheel bearings. Students will inspect and replace automotive steering components and perform wheel alignments. Additionally, students will disable and enable supplemental restraint systems (SRS) and replace antilock brake systems components.

Ground Transportation HVAC

Subject Code: 177004

Students will learn principles of heating, ventilation and air conditioning systems (HVAC) for use in motor vehicles. They will also inspect, diagnose, repair and maintain vehicle air conditioning and heating systems. Students will use service equipment to evacuate, store and charge the air conditioning system. An emphasis will be given to the safe handling of refrigerants following EPA regulations.

Automotive Engine Performance

Subject Code: 177006

Students will research vehicle service histories using model specific service bulletins. Students will test and diagnose for engine performance in fuel, air induction and exhaust systems using advanced testing procedures. Topics include computerized engine controls including retrieving and recording diagnostic trouble codes using On Board Diagnostics (OBD). Additionally, students will diagnose drivability and emissions problems resulting from malfunctions of interrelated systems.

177000 General Maintenance

Strand 1: Business Operations/21st Century Skills

- TPO/Outcome 1.1. **REQUIRED Employability Skills:** Given access to online and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.2. **REQUIRED Leadership and Communications:** Given access to online and classroom resources, the student will process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.3. **REQUIRED Business Ethics and Law:** Using classroom resources along with online resources, the student will analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.4. **REQUIRED Knowledge Management and Information Technology:** The student will, given access to online and classroom resources, demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.5. **REQUIRED Global Environment:** Given access to online and classroom resources, the student will evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.6. **REQUIRED Business Literacy:** Given access to online and classroom resources, the student will develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.7. **OPTIONAL Entrepreneurship/Entrepreneurs:** Given access to online and classroom resources, the student will analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.8. **OPTIONAL Operations Management:** Given access to online and classroom resources, the student will plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.9. **REQUIRED Financial Management:** Given access to online and classroom resources, the student will use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.10. **OPTIONAL Sales and Marketing:** Given access to online and classroom resources, the student will manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 2: Safety, Tools and Maintenance

- TPO/Outcome 2.1. Facility Safety: Given access to online and classroom resources, the student will handle materials, prevent accidents, and mitigate hazards as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.2 Personal Safety: Given access to online and classroom resources, the student will practice personal safety as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.3. Tool and Equipment Preventive Maintenance: Given access to online and classroom resources, the student will identify, use, clean, maintain, and perform planned preventive maintenance on tools and equipment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.4. General Maintenance: Given access to online and classroom resources, the student will provide general maintenance to mechanical systems as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 3: Engine Adjustments and Repair

- TPO/Outcome 3.5.7 Lubrication and Cooling Systems: Given access to online and classroom resources, the student will inspect lubrication and cooling systems operation as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 4: Systems Performance

- TPO/Outcome 4.6. Batteries: Given access to online and classroom resources, the student will diagnosis and service batteries as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 4.8. Lighting and Accessories: Given access to online and classroom resources, the student will identify, inspect, and replace electrical and electronic components of lighting systems and accessories as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 5: Drivetrain

- TPO/Outcome 5.1. Automatic Transmission and Transaxle Performance: Given access to online and classroom resources, the student will Identify, inspect, adjust, and replace automatic transmissions and transaxles as assessed by online, written and hands-on assessments with 80% proficiency.

177001 Automotive Engines and Power Train

Strand 1: Business Operations/21st Century Skills

- TPO/Outcome 1.2. REQUIRED Leadership and Communications: Given access to online and classroom resources the student will process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.3. REQUIRED Business Ethics and Law: Given access to online and classroom resources the student will Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.4. REQUIRED Knowledge Management and Information Technology: Given access to online and classroom resources the student will demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.5. REQUIRED Global Environment: Given access to online and classroom resources the student will evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.6. REQUIRED Business Literacy: Given access to online and classroom resources the student will develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.8. OPTIONAL Operations Management: Given access to online and classroom resources the student will Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.10. OPTIONAL Sales and Marketing: Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service.

Strand 2: Safety, Tools and Maintenance

- TPO/Outcome 2.1. Facility Safety: Handle materials, prevent accidents, and mitigate hazards as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.2. Personal Safety: Given access to online and classroom resources the student will Develop foundational skills and knowledge in practice personal safety As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.3. Tool and Equipment Preventive Maintenance: Given access to online and classroom resources the student will develop foundational skills and knowledge in identify, use, clean, maintain, and perform planned preventive maintenance on tools and equipment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.4. General Maintenance: Given access to online and classroom resources the student will Develop foundational skills and knowledge in provide general maintenance to mechanical systems as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 3: Engine Adjustments and Repair

- TPO/Outcome 3.2. Computerized Engine Controls: Given access to online programs, classroom resources and hands-on exercises the student will perform diagnosis and repair of computerized engine controls. With 80% accuracy as demonstrated with hands-on qualification tests
- TPO/Outcome 3.3. Ignition System: Given access to online programs, classroom resources and hands-on exercises the student will Perform ignition system diagnosis and repair. With 80% accuracy as demonstrated with hands-on qualification tests
- TPO/Outcome 3.4. Fuel, Air induction, and Exhaust System: Given access to online programs, classroom resources and hands-on exercises the student will Perform fuel, air induction, and exhaust system diagnosis and repair. With 80% accuracy as demonstrated with hands-on qualification tests

177002 Ground Transportation Electrical/Electronics

Strand 1: Business Operations/21st Century Skills

- TPO/Outcome 1.1. **REQUIRED Employability Skills:** Given access to online and classroom resources the student will Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.2. **REQUIRED Leadership and Communications:** Given access to online and classroom resources the student will Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.3. **REQUIRED Business Ethics and Law:** Given access to online and classroom resources the student will Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.4. **REQUIRED Knowledge Management and Information Technology:** Given access to online and classroom resources the student will Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.5. **REQUIRED Global Environment:** Given access to online and classroom resources the student will Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.6. **REQUIRED Business Literacy:** Given access to online and classroom resources the student will Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.8. **OPTIONAL Operations Management:** Given access to online and classroom resources the student will Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.10. **OPTIONAL Sales and Marketing:** Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service.

Strand 2: Safety, Tools and Maintenance

- TPO/Outcome 2.1. Facility Safety: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Handle materials, prevent accidents, and mitigate hazards As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.2. Personal Safety: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Practice personal safety as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.3. Tool and Equipment Preventive Maintenance: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Identify, use, clean, maintain, and perform planned preventive maintenance on tools and equipment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.4. General Maintenance: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Provide general maintenance to mechanical systems as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 4: Systems Performance

- TPO/Outcome 4.5. Electrical and Electronic Systems: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Diagnose the electrical and electronic integrity of series, parallel, and series-parallel circuits using principles of electricity (e.g., Ohm's Law, Watt's Law) As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 4.6. Batteries: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Diagnosis and service batteries as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 4.7. Starting and Charging Systems: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Identify, inspect, and replace starting and charging system components As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 4.8. Lighting and Accessories: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Identify, inspect, and replace electrical and electronic components of lighting systems and accessories As assessed by online, written and hands-on assessments with 80% proficiency.

177003 Automotive Braking, Suspension, and Steering Systems (Undercarriage Systems)

Strand 1: Business Operations/21st Century Skills

- TPO/Outcome 1.1. **REQUIRED** Employability Skills: Given access to online and classroom resources the student will Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.2. **REQUIRED** Leadership and Communications: Given access to online and classroom resources the student will Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.3. **REQUIRED** Business Ethics and Law: Given access to online and classroom resources the student will Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.4. **REQUIRED** Knowledge Management and Information Technology: Given access to online and classroom resources the student will Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.5. **REQUIRED** Global Environment: Given access to online and classroom resources the student will Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.6. **REQUIRED** Business Literacy: Given access to online and classroom resources the student will Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations. As assessed by online, written and hands-on assessments with 80% proficiency
- TPO/Outcome 1.8. **OPTIONAL** Operations Management: Given access to online and classroom resources the student will Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives. As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.10. **OPTIONAL** Sales and Marketing: Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service. As assessed by online, written and hands-on assessments with 80% proficiency.

Strand 2: Safety, Tools and Maintenance

- TPO/Outcome 2.1. Facility Safety: Handle materials, prevent accidents, and mitigate hazards as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.2. Personal Safety: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Practice personal safety As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.3. Tool and Equipment Preventive Maintenance: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Identify, use, clean, maintain, and perform planned preventive maintenance on tools and equipment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.4. General Maintenance: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Provide general maintenance to mechanical systems as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 4: Systems Performance

- TPO/Outcome 4.1. Hydraulic Brake Systems: Given access to online programs, classroom resources and hands-on exercises the student will identify, inspect, and replace hydraulic components of brake systems. With 100% accuracy as demonstrated with hands-on qualification tests
- TPO/Outcome 4.2. Drum and Disc: Given access to online programs, classroom resources and hands-on exercises the student will identify, inspect, and replace mechanical components of drum and disc brake systems. With 100% accuracy as demonstrated with hands-on qualification tests
- TPO/Outcome 4.4. Antilock Brakes: Given access to online programs, classroom resources and hands-on exercises the student will identify, inspect, and replace antilock brake systems. With 100% accuracy as demonstrated with hands-on qualification tests.

Strand 5: Drivetrain

- TPO/Outcome 5.5. Steering: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Identify steering system components as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 5.6. Suspension: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Remove, inspect and install front and rear suspension As assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 5.7. Wheel Alignment: Given access to online and classroom resources the student will Develop foundational skills and knowledge in Inspect and adjust wheel alignment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 5.8. Wheels and Tires: Identify, given access to online and classroom resources the student will develop foundational skills and knowledge in inspect, and replace wheel and tire components and assemblies as assessed by online, written and hands-on assessments with 80% proficiency.

177004 HVAC Systems

Strand 1: Business Operations/21st Century Skills

- TPO/Outcome 1.1. **REQUIRED** Employability Skills: Given access to online and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.2. **REQUIRED** Leadership and Communications: Given access to online and classroom resources, the student will process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.3. **REQUIRED** Business Ethics and Law: Given access to online and classroom resources, the student will analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.4. **REQUIRED** Knowledge Management and Information Technology: Given access to online and classroom resources, the student will demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.5. **REQUIRED** Global Environment: Given access to online and classroom resources, the student will evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.6. **REQUIRED** Business Literacy: Given access to online and classroom resources, the student will develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.8. **OPTIONAL** Operations Management: Given access to online and classroom resources, the student will plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.10. **OPTIONAL** Sales and Marketing: Given access to online and classroom resources, the student will manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 2: Safety, Tools and Maintenance

- TPO/Outcome 2.1. Facility Safety: Given access to online and classroom resources, the student will handle materials, prevent accidents, and mitigate hazards as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.2. Personal Safety: Given access to online and classroom resources, the student will practice personal safety as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.3. Tool and Equipment Preventive Maintenance: Given access to online and classroom resources, the student will identify, use, clean, maintain, and perform planned preventive maintenance on tools and equipment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.4. General Maintenance: Given access to online and classroom resources, the student will provide general maintenance to mechanical systems as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 4: Systems Performance

- TPO/Outcome 4.9. Heating, Ventilation, and Air Conditioning Systems: Given access to online and classroom resources, the student will diagnose and repair heating, ventilation, and air conditioning (HVAC) system components and controls as assessed by online, written and hands-on assessments with 80% proficiency.

177006 Engine Performance

Strand 1: Business Operations/21st Century Skills

- TPO/Outcome 1.1. **REQUIRED Employability Skills:** Given access to online and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.2. **REQUIRED Leadership and Communications:** Given access to online and classroom resources, the student will process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.3. **REQUIRED Business Ethics and Law:** Given access to online and classroom resources, the student will analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.4. **REQUIRED Knowledge Management and Information Technology:** Given access to online and classroom resources, the student will demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.5. **REQUIRED Global Environment:** Given access to online and classroom resources, the student will evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.6. **REQUIRED Business Literacy:** Given access to online and classroom resources, the student will develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.8. **OPTIONAL Operations Management:** Given access to online and classroom resources, the student will plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 1.10. **OPTIONAL Sales and Marketing:** Given access to online and classroom resources, the student will manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 2: Safety, Tools and Maintenance

- TPO/Outcome 2.1. Facility Safety: Given access to online and classroom resources, the student will handle materials, prevent accidents, and mitigate hazards as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.2. Personal Safety: Given access to online and classroom resources, the student will practice personal safety as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.3. Tool and Equipment Preventive Maintenance: Given access to online and classroom resources, the student will identify, use, clean, maintain, and perform planned preventive maintenance on tools and equipment as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 2.4. General Maintenance: Given access to online and classroom resources, the student will provide general maintenance to mechanical systems as assessed by online, written and hands-on assessments with 80% proficiency.

Strand 3: Engine Adjustments and Repair

- TPO/Outcome 3.2. Computerized Engine Controls: Given access to online and classroom resources, the student will perform diagnosis and repair of computerized engine controls as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 3.3. Ignition System: Given access to online and classroom resources, the student will perform ignition system diagnosis and repair as assessed by online, written and hands-on assessments with 80% proficiency.
- TPO/Outcome 3.4. Fuel, Air induction, and Exhaust System: Given access to online and classroom resources, the student will perform fuel, air induction, and exhaust system diagnosis and repair as assessed by online, written and hands-on assessments with 80% proficiency.

Curriculum Mapping Junior Level

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	1.1,1.2,1.3,1.4,1.5,1.6,2.1,2.2,2.3 all weeks	Ground Transportation maintenance	177000
2	1.8,1.9,1.10,1.11	Ground Transportation maintenance	177000
3	2.4 vehicle maintenance	Ground Transportation maintenance	177000
4	2.4 vehicle maintenance	Ground Transportation maintenance	177000
5	3.7 lubrication and cooling	Ground Transportation maintenance	177000
6	4.6 battery service,	Ground Transportation maintenance	177000
7	4.8 lighting accessories	Ground Transportation maintenance	177000
8	5.1 automatic transmission	Ground Transportation maintenance	177000
9	5.8 wheels and tires	Ground Transportation maintenance	177000
10	4.1 hydraulic brake systems	Automotive undercarriage systems	177003
11	4.2 drum and disc brakes	Automotive undercarriage systems	177003
12	4.2 drum and disc brakes	Automotive undercarriage systems	177003
13	4.2 drum and disc brakes	Automotive undercarriage systems	177003
14	4.4 antilock brakes	Automotive undercarriage systems	177003
15	4.4 antilock brakes	Automotive undercarriage systems	177003
16	5.5 identify steering components	Automotive undercarriage systems	177003
17	5.5 identify steering components	Automotive undercarriage systems	177003
18	5.5 identify steering components	Automotive undercarriage systems	177003
	Semester Exams	Automotive undercarriage systems	177003
19	5.6 suspension remove inspect and installation	Automotive undercarriage systems	177003

20	5.6 suspension remove inspect and installation	Automotive undercarriage systems	177003
21	5.6 suspension remove inspect and installation	Automotive undercarriage systems	177003
22	5.6 suspension remove inspect and installation	Automotive undercarriage systems	177003
23	5.6 suspension remove inspect and installation	Automotive undercarriage systems	177003
24	5.6 suspension remove inspect and installation	Automotive undercarriage systems	177003
25	5.7 wheel alignment	Automotive undercarriage systems	177003
26	5.7 wheel alignment	Automotive undercarriage systems	177003
27	5.7 wheel alignment	Automotive undercarriage systems	177003
28	5.7 wheel alignment	Automotive undercarriage systems	177003
29	5.8 wheels and tires	Automotive undercarriage systems	177003
30	5.8 wheels and tires	Automotive undercarriage systems	177003
31	5.8 wheels and tires	Automotive undercarriage systems	177003
32	General maintenance to mechanical systems	Ground transportation hvac systems	177004
33	4.9 hvac diagnosis and repair	Ground transportation hvac systems	177004
34	4.9 hvac diagnosis and repair	Ground transportation hvac systems	177004
35	4.9 hvac diagnosis and repair	Ground transportation hvac systems	177004
36	Review		
	Final Exams		

Senior Level Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	Review 177000 Ground Transportation Maintenance	Ground Transportation Maintenance	177000
2	Review 177003 Undercarriage Systems	Undercarriage Systems	177003
3	1.1,1.2,1.3,1.4,1.5,1.6,1.8,1.10, all weeks	Automotive Engine Performance	177000
4	1.1,1.2,1.3,1.4,1.5,1.6,1.8,1.10, all weeks	Automotive Engine Performance	177006
5	2.1,2.2,2.3,2.4, all weeks	Automotive Engine Performance	177006
6	2.1,2.2,2.3,2.4, all weeks	Automotive Engine Performance	177006
7	3.2 Computerized Engine controls	Automotive Engine Performance	177006
8	3.2 Computerized Engine controls	Automotive Engine Performance	177006
9	3.2 Computerized Engine controls	Automotive Engine Performance	177006
10	3.2 Computerized Engine controls	Automotive Engine Performance	177006
11	3.3 Ignition Systems	Automotive Engine Performance	177006
12	3.3 Ignition Systems	Automotive Engine Performance	177006
13	3.3 Ignition Systems	Automotive Engine Performance	177006
14	3.3 Ignition Systems	Automotive Engine Performance	177006
15	3.4 Fuel, Air induction, and Exhaust	Automotive Engine Performance	177006
16	3.4 Fuel, Air induction, and Exhaust	Automotive Engine Performance	177006
17	3.4 Fuel, Air induction, and Exhaust	Automotive Engine Performance	177006
18	3.4 Fuel, Air induction, and Exhaust	Automotive Engine Performance	177006
	Semester Exams		
19	1.1,1.2,1.3,1.4,1.5,1.6,1.8,1.10 all weeks		
20	2.1,2.2,2.3 all weeks		

21	3.1 Engine Assemblies	Engine and Powertrain	177001
22	3.1 Engine Assemblies	Engine and Powertrain	177001
23	3.5 Lubrication and Cooling Systems	Engine and Powertrain	177001
24	3.5 Lubrication and Cooling Systems	Engine and Powertrain	177001
25	5.1 Automatic Transaxle Performance	Engine and Powertrain	177001
26	5.2 Manual Transaxle Performance	Engine and Powertrain	177001
27	5.3 Clutches I.D. and Inspect	Engine and Powertrain	177001
28	5.4 Drive Axle and Differentials	Engine and Powertrain	177001
29	1.1,1.2,1.3,1.4,1.5,1.6,1.8,1.10 all weeks	Electrical/ Electronics	177002
30	2.1,2.2,2.3,2.4 all weeks	Electrical/ Electronics	177002
31	4.5 Electrical and Electronic Systems	Electrical/ Electronics	177002
32	4.5 Electrical and Electronic Systems	Electrical/ Electronics	177002
33	4.6 Battery Service and Diagnosis	Electrical/ Electronics	177002
34	4.7 Starting and Charging Systems	Electrical/ Electronics	177002
35	4.7 Starting and Charging Systems	Electrical/ Electronics	177002
36	4.8 Lighting and Accessories	Electrical/ Electronics	177002
	Final Exams		

**Section 8:
STUDENT ASSESSMENT POLICY**

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and evaluation
- Class discussions
- Skill testing
- Project development
- Daily grades
- Lab performance
- Work-based learning experiences
- Industry certifications that students can achieve (ASE)

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

Grading Scale

10 Point Grading Scale

% Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

CTSO

All Auto Technology students are required to belong to a career-tech student organization and pay yearly dues.

AUTOMOTIVE TECHNOLOGY 1
SYLLABUS

Teacher: Mark White
Room Location: CTC 130
Course Length: 2 block 1 year

(Voice mail) 419-473-8358
(Email)mwhite@wls4kids.org
Fees: 65.00

Course Description: students will begin to develop the skills needed to become automotive technicians. Students will be trained using internet lessons and hands-on in the auto lab. Students will be instructed in vehicle maintenance course 177000, automotive undercarriage systems course 177003, automotive HVAC course 177004 Students will apply what they have learned on both school owned vehicles and through customer service.

Textbook(s): Prentice Hall, Today's class online technician training, LJ technical systems, Interactive automotive software, ASE practice study guides, notes and hand-outs for related items.

Materials Needed: Work Boots

Grading Policy: 35% of Grade based on Employability Skills and 35% will be based on Lab Projects, 15% computer assignments/classroom work 15% tests and Quizzes

Homework Policy: Homework will be assigned as needed throughout the Program. There will be no accepting late homework.

Late/Absent Work Policy: It is up to the individual student to receive and finish any make-up work that is missed due to Absences.

Course Calendar:

August, September:	Safety and tool usage Automotive maintenance Career exploration
October- November:	Automotive undercarriage, operation, diagnosis and repair
December-February:	Automotive undercarriage, operation, diagnosis and repair
March- June:	HVAC operation, diagnosis, and repair

Miscellaneous Information: Lab Fees must be paid before the start of the School year. Students will be provided one uniform and safety glasses

AUTOMOTIVE TECHNOLOGY II

Syllabus: Course CA1C and CA1D

Teacher: Joseph Brower
Room Location: CTC 129
Course Length: 2 Semesters
2 Blocks

Phone: 419-473-8305
Email: jobrower@wls4kids.org
Fees: \$65.00

Course Description:

Advance skills in Auto Technology are studied including; 177000 Electrical and Electrical Systems, 177006 Computerized Engine Performance, 177001 Engine Repair, Automatic Transmission, and Drive Train systems. Customer service skills are learned in Steering and Suspension, Four Wheel Alignment, Brakes, and Automotive Maintenance. Students who qualify may participate in a school-to-work option, which releases the student to work with an area business during the second term. All students are required to belong to a career-tech student organization and pay yearly dues.

Textbook:

Modern Automotive Technology/ LJ Create Computerized E-Book./ Todays Class Online E-Book

Materials Needed:

- Work Clothes (Provided with Lab Fees)
- Safety Glasses (Provided with Lab Fees)
- Work Shoes/Boots

Grading Policy:

- | | |
|-----------------------|-----|
| ▪ Daily Participation | 50% |
| ▪ Test | 20% |
| ▪ Classwork | 20% |
| ▪ Lab Tasks/Projects | 10% |

Absent Work/Late Work Policy:

Students will be allowed to make up work missed for excused absences. For each day that an assignment is late, 20 points will be deducted.

**Computer Networking
Taxonomy #: N2**

**Course of Study
Junior & Senior Program**

Developed by:

**Tadek Stadniczuk
Adam Pickard**

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

September, 2015

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Computer Networking Advisory Committee of Washington Local School District has reviewed the Computer Networking Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Computer Networking, and

WHEREAS, the Computer Networking Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Computer Networking Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.


The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquiries regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

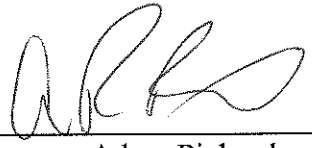
Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Computer Networking Course of Study be approved and adopted.



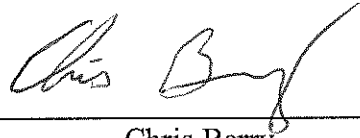
Tadek Stachniczuk
4/18/16

Date



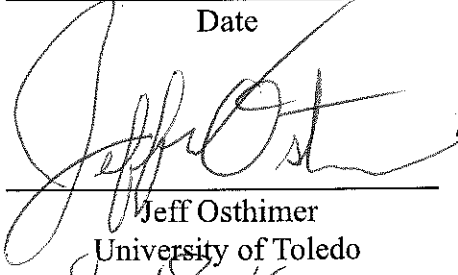
Adam Pickard
4-18-16

Date



Chris Berry
Modern Data
4/20/16

Date



Jeff Ostheimer
University of Toledo
4-18-16

Date

Doug Kohler
Bedford Public Schools

Date

Paul Shryock
Buckeye Cable System

Date

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Computer Networking Program Description

Program Philosophy and Goals

The Computer Networking Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Program Description

Overview of Program

The Computer Networking Technology Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing post-secondary education upon graduation. The program curriculum is based on the Northwest Ohio Tech Prep Career Field Technical Document for Information Technology. This curriculum is the result of a comprehensive review and refinement of the State's TCP Information Technology document by a panel of representatives from secondary, post-secondary, and business leaders.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a recommended sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12
Integrated Math I	Integrated Math II	Integrated Math III	Pre-Calculus
Biology	Physical Science	Chemistry	Physics
American Experience	Global Issues	American Government	World War II
Health/PE	Business Academy	Networking I(IT Technology)	Networking II (Network Operating Systems)
PowerPoint	Programming	Networking I(Hardware)	Networking II (Network Management)
Business Academy	Intro. to Networking	Networking I (Software)	Networking II (Network Security)
Foreign Language	Foreign Language	Networking I (Networking)	Networking II (Routing & Switching)

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels.

The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the educational institution as a whole. Internships/ mentoring assignments/ job shadowing are all examples of work-based opportunities.

Articulation agreements have been developed between Northwest State Community College, University of Toledo and Owens Community College. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Computer Networking Technology program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in Computer Networking Technology are also members of the Business Professionals of America. Participation in the BPA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase.

Population Served

The Computer Networking Technology program is open to all students’ grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a post secondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
Networking Associate	Networking Professional	Network Administrator
Computer Repair	Computer Forensics	Network Design
Help Desk Associate	Hardware Engineer	IT Sales
Network Technician	Software Engineer	Data Center Manager
Cable Installation	IT Sales	
Data Center Technician	Data Center Associate	

Performance Measures

- Pass the OGT (or Proficiency)
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

Section 7: Scope and Sequence

Curriculum Course Content

Course: Networking **Course Number:** 145035

Strand	1. Business Operations/21st Century Skills
Description	Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.
TPO/Outcome	1.1. Given access to online resources and classroom resources, the student will understand Employability Skills Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.2. Utilizing classroom resources, the student will understand Leadership and Communications Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.3. Applying learned skills and knowledge, the student will understand Business Ethics and Law Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.4. Given access to online resources and classroom resources, the student will understand Knowledge Management and Information Technology Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.5. Using learned concepts, the student will understand Global Environment Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.6. Given access to online resources and classroom resources, the student will understand Business Literacy Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.7. Utilizing access to online resources and classroom resources, the student will understand Entrepreneurship/Entrepreneurs Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.8. Given access to online resources and classroom resources, the student will understand Operations Management Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	1.9. Given access to online resources and classroom resources, the student will understand Financial Management Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.10. Given access to online resources and classroom resources, the student will understand Sales and Marketing Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field
TPO/Outcome	2.1. Given access to online resources and classroom resources, the student will understand Security, Risks, and Safeguards: Describe the need for security and explain security risks and security safeguards as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.2. Given access to online resources and classroom resources, the student will understand Networking Fundamentals: Apply networking fundamentals to infrastructure system as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.4. Applying learned skills and knowledge, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.7. Given access to online resources and classroom resources, the student will understand Web Architecture: Explain the fundamentals of delivering information and applications using web architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.9. Given access to online resources and classroom resources, the student will understand Project Concept Proposal: Develop a project concept proposal as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Given access to online resources and classroom resources, the student will understand Equipment: Select, operate, and maintain equipment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Given access to online resources and classroom resources, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	2.12. Given access to online resources and classroom resources, the student will understand Performance Tests and Acceptance Plans: Develop performance tests and acceptance plans as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.13. Applying learned skills and knowledge, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.2. Given access to online resources and classroom resources, the student will understand General Security Compliance: Implement and maintain general security compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.3. Given access to online resources and classroom resources, the student will understand Network Security: Implement and maintain network security as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.5. Given access to online resources and classroom resources, the student will understand Wireless Security: Implement secure wireless networks as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.1. Given access to online resources and classroom resources, the student will understand Network Infrastructure: Build a multinode network as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.2. Given access to online resources and classroom resources, the student will understand Open Systems Interconnection: Describe the Open Systems Interconnection (OSI) standard (International Organization for Standardization [ISO] Standard 7498) as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	4.3. Given access to online resources and classroom resources, the student will understand Network Media: Select, assemble, terminate, and test media as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.4. Given access to online resources and classroom resources, the student will understand Wireless Communications: Explain wireless communications as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.5. Applying learned skills and knowledge, the student will understand Wireless Network Solutions: Design and implement wireless network solutions as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.6. Given access to online resources and classroom resources, the student will understand Network Protocols: Compare and contrast network protocols as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.7. Given access to online resources and classroom resources, the student will understand Transmission Control Protocol/Internet Protocol (TCP/IP): Describe IP addressing schemes and create subnet masks as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.8. Given access to online resources and classroom resources, the student will understand Network Architecture: Describe network architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.9. Given access to online resources and classroom resources, the student will understand Network Operating Systems: Describe and install network operating systems (OSs) as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.13. Given access to online resources and classroom resources, the student will understand Disaster Recovery: Recommend disaster recovery and business continuity plans as assessed by lab completions and quiz scores at a minimum of 80%.

Course: Routing and Switching **Course Number:** 145055

Strand	1. Business Operations/21st Century Skills
Description	Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.
TPO/Outcome	1.1. Given access to online resources and classroom resources, the student will understand Employability Skills Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	1.2. Given access to online resources and classroom resources, the student will understand Leadership and Communications Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.3. Applying learned skills and knowledge, the student will understand Business Ethics and Law Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.4. Given access to online resources and classroom resources, the student will understand Knowledge Management and Information Technology Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.5. Given access to online resources and classroom resources, the student will understand Global Environment Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.6. Given access to online resources and classroom resources, the student will understand Business Literacy Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.7. Given access to online resources and classroom resources, the student will understand Entrepreneurship/Entrepreneurs Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.8. Given access to online resources and classroom resources, the student will understand Operations Management Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.9. Given access to online resources and classroom resources, the student will understand Financial Management Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.10. Applying learned skills and knowledge, the student will understand Sales and Marketing Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by lab completions and quiz scores at a minimum of 80%.

Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field
TPO/Outcome	2.2. Given access to online resources and classroom resources, the student will understand Networking Fundamentals: Apply networking fundamentals to infrastructure systems as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.9. Given access to online resources and classroom resources, the student will understand Project Concept Proposal: Develop a project concept proposal as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Given access to online resources and classroom resources, the student will understand Equipment: Select, operate, and maintain equipment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Applying learned skills and knowledge, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.12. Given access to online resources and classroom resources, the student will understand Performance Tests and Acceptance Plans: Develop performance tests and acceptance plans as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.13. Given access to online resources and classroom resources, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices

TPO/Outcome	3.1. Given access to online resources and classroom resources, the student will understand Components of Information Security: Describe the components associated with information security systems as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.3. Given access to online resources and classroom resources, the student will understand Network Security: Implement and maintain network security as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.4. Given access to online resources and classroom resources, the student will understand Multilayer Defense Structure: Explain information technology mechanisms as they apply to a multilayer defense structure as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.5. Applying learned skills and knowledge, the student will understand Wireless Security: Implement secure wireless networks as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design.
TPO/Outcome	4.1. Given access to online resources and classroom resources, the student will understand Network Infrastructure: Build a multinode network as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.2. Given access to online resources and classroom resources, the student will understand Open Systems Interconnection: Describe the Open Systems Interconnection (OSI) standard (International Organization for Standardization [ISO] Standard 7498) as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.3. Given access to online resources and classroom resources, the student will understand Network Media: Select, assemble, terminate, and test media as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.4. Applying learned skills and knowledge, the student will understand Wireless Communications: Explain wireless communications as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	4.5. Given access to online resources and classroom resources, the student will understand Wireless Network Solutions: Design and implement wireless network solutions as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.6. Given access to online resources and classroom resources, the student will understand Network Protocols: Compare and contrast network protocols as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.7. Given access to online resources and classroom resources, the student will understand Transmission Control Protocol/Internet Protocol (TCP/IP): Describe IP addressing schemes and create subnet masks as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.8. Given access to online resources and classroom resources, the student will understand Network Architecture: Describe network architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.10. Given access to online resources and classroom resources, the student will understand Network Administration: Administer network operating systems and services as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.12. Given access to online resources and classroom resources, the student will understand Wide Area Network: Design a wide area network (WAN) as assessed by lab completions and quiz scores at a minimum of 80%.

Course: Computer Hardware **Course Number:** 145025

Strand	1. Business Operations/21st Century Skills
Description	Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.
TPO/Outcome	1.1. Given access to online resources and classroom resources, the student will understand Employability Skills Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.2. Given access to online resources and classroom resources, the student will understand Leadership and Communications Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	1.3. Given access to online resources and classroom resources, the student will understand Business Ethics and Law Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.4. Given access to online resources and classroom resources, the student will understand Knowledge Management and Information Technology Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.5. Given access to online resources and classroom resources, the student will understand Global Environment Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.6. Applying learned skills and knowledge, the student will understand Business Literacy Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.7. Given access to online resources and classroom resources, the student will understand Entrepreneurship/Entrepreneurs Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.8. Given access to online resources and classroom resources, the student will understand Operations Management Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.9. Given access to online resources and classroom resources, the student will understand Financial Management Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.10. Given access to online resources and classroom resources, the student will understand Sales and Marketing Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field.

TPO/Outcome	2.1. Applying learned skills and knowledge, the student will understand Security, Risks, and Safeguards: Describe the need for security and explain security risks and security safeguards as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.2. Given access to online resources and classroom resources, the student will understand Networking Fundamentals: Apply networking fundamentals to infrastructure systems as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.6. Given access to online resources and classroom resources, the student will understand Installation and Configuration: Install and configure hardware and software as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Given access to online resources and classroom resources, the student will understand Equipment: Select, operate, and maintain equipment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Given access to online resources and classroom resources, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.12. Given access to online resources and classroom resources, the student will understand Performance Tests and Acceptance Plans: Develop performance tests and acceptance plans as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.13. Given access to online resources and classroom resources, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices.
TPO/Outcome	3.5. Applying learned skills and knowledge, the student will understand Wireless Security: Implement secure wireless networks as assessed by lab completions and quiz scores at a minimum of 80%.

Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design.
TPO/Outcome	4.3. Given access to online resources and classroom resources, the student will understand Network Media: Select, assemble, terminate, and test media as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.13. Given access to online resources and classroom resources, the student will understand Disaster Recovery: Recommend disaster recovery and business continuity plans as assessed by lab completions and quiz scores at a minimum of 80%.

Course: Computer Software **Course Number:** 145030

Strand	1. Business Operations/21st Century Skills
Description	Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.
TPO/Outcome	1.1. Given access to online resources and classroom resources, the student will understand Employability Skills Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.2. Given access to online resources and classroom resources, the student will understand Leadership and Communications Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.3. Given access to online resources and classroom resources, the student will understand Business Ethics and Law Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.4. Given access to online resources and classroom resources, the student will understand Knowledge Management and Information Technology Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	1.5. Given access to online resources and classroom resources, the student will understand Global Environment Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.6. Given access to online resources and classroom resources, the student will understand Business Literacy Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.7. Applying learned skills and knowledge, the student will understand Entrepreneurship/Entrepreneurs Analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.8. Given access to online resources and classroom resources, the student will understand Operations Management Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.9. Given access to online resources and classroom resources, the student will understand Financial Management Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.10. Given access to online resources and classroom resources, the student will understand Sales and Marketing Manage pricing, place, promotion, packaging, positioning, and public relations to improve quality customer service as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field.
TPO/Outcome	2.1. Given access to online resources and classroom resources, the student will understand Security, Risks, and Safeguards: Describe the need for security and explain security risks and security safeguards as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.3. Given access to online resources and classroom resources, the student will understand Data Encoding: Explain and describe data encoding basics as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.5. Given access to online resources and classroom resources, the student will understand Operating Systems: Maintain operating systems (OSs) as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.6. Given access to online resources and classroom resources, the student will understand Installation and Configuration: Install and configure hardware and software as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.7. Given access to online resources and classroom resources, the student will understand Web Architecture: Explain the fundamentals of delivering information and applications using web architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Applying learned skills and knowledge, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.13. Given access to online resources and classroom resources, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices.
TPO/Outcome	3.1. Given access to online resources and classroom resources, the student will understand Components of Information Security: Describe the components associated with information security systems as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.2. Given access to online resources and classroom resources, the student will understand General Security Compliance: Implement and maintain general security compliance as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	3.3. Given access to online resources and classroom resources, the student will understand Network Security: Implement and maintain network security as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.4. Given access to online resources and classroom resources, the student will understand Multilayer Defense Structure: Explain information technology mechanisms as they apply to a multilayer defense structure as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.5. Given access to online resources and classroom resources, the student will understand Wireless Security: Implement secure wireless networks as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design.
TPO/Outcome	4.9. Applying learned skills and knowledge, the student will understand Network Operating Systems: Describe and install network operating systems (OSs) as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.11. Given access to online resources and classroom resources, the student will understand Cloud Computing: Implement a hypervisor as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.13. Given access to online resources and classroom resources, the student will understand Disaster Recovery: Recommend disaster recovery and business continuity plans as assessed by lab completions and quiz scores at a minimum of 80%.

Course: Information Technology **Course Number:** 145005

Strand	1. Business Operations/21st Century Skills
Description	Learners apply principles of economics, business management, marketing, and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.
TPO/Outcome	1.1. Given access to online resources and classroom resources, the student will understand Employability Skills Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	1.2. Given access to online resources and classroom resources, the student will understand Leadership and Communications Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.3. Given access to online resources and classroom resources, the student will understand Business Ethics and Law Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	1.4. Given access to online resources and classroom resources, the student will understand Knowledge Management and Information Technology Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field.
TPO/Outcome	2.1. Applying learned skills and knowledge, the student will understand Security, Risks, and Safeguards: Describe the need for security and explain security risks and security safeguards as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.2. Given access to online resources and classroom resources, the student will understand Networking Fundamentals: Apply networking fundamentals to infrastructure systems as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.3. Given access to online resources and classroom resources, the student will understand Data Encoding: Explain and describe data encoding basics as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.5. Given access to online resources and classroom resources, the student will understand Operating Systems: Maintain operating systems (OSs) as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	2.6. Given access to online resources and classroom resources, the student will understand Installation and Configuration: Install and configure hardware and software as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.7. Given access to online resources and classroom resources, the student will understand Web Architecture: Explain the fundamentals of delivering information and applications using web architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.8. Given access to online resources and classroom resources, the student will understand Databases: Describe the fundamentals of databases as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.9. Given access to online resources and classroom resources, the student will understand Project Concept Proposal: Develop a project concept proposal as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Given access to online resources and classroom resources, the student will understand Equipment: Select, operate, and maintain equipment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Given access to online resources and classroom resources, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.

Course: Network Operating Systems **Course Number:** 145040

Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field.
TPO/Outcome	2.1. Applying learned skills and knowledge, the student will understand Security, Risks, and Safeguards: Describe the need for security and explain security risks and security safeguards. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.2. Given access to online resources and classroom resources, the student will understand Networking Fundamentals: Apply networking fundamentals to infrastructure systems. as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	2.3. Given access to online resources and classroom resources, the student will understand Data Encoding: Explain and describe data encoding basics. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Given access to online resources and classroom resources, the student will understand Equipment: Select, operate, and maintain equipment. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Given access to online resources and classroom resources, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.12. Given access to online resources and classroom resources, the student will understand Performance Tests and Acceptance Plans: Develop performance tests and acceptance plans. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.13. Given access to online resources and classroom resources, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer. as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices.
TPO/Outcome	3.2. Given access to online resources and classroom resources, the student will understand General Security Compliance: Implement and maintain general security compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.3. Given access to online resources and classroom resources, the student will understand Network Security: Implement and maintain network security as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	3.4. Given access to online resources and classroom resources, the student will understand Multilayer Defense Structure: Explain information technology mechanisms as they apply to a multilayer defense structure as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design.
TPO/Outcome	4.1. Given access to online resources and classroom resources, the student will understand Network Infrastructure: Build a multinode network. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.2. Applying learned skills and knowledge, the student will understand Open Systems Interconnection: Describe the Open Systems Interconnection (OSI) standard (International Organization for Standardization [ISO] Standard 7498). as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.6. Given access to online resources and classroom resources, the student will understand Network Protocols: Compare and contrast network protocols as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.7. Given access to online resources and classroom resources, the student will understand Transmission Control Protocol/Internet Protocol (TCP/IP): Describe IP addressing schemes and create subnet masks. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.8. Given access to online resources and classroom resources, the student will understand Network Architecture: Describe network architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.9. Given access to online resources and classroom resources, the student will understand Network Operating Systems: Describe and install network operating systems (OSs). as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.10. Given access to online resources and classroom resources, the student will understand Network Administration: Administer network operating systems and services as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	4.13. Given access to online resources and classroom resources, the student will understand Disaster Recovery: Recommend disaster recovery and business continuity plans. as assessed by lab completions and quiz scores at a minimum of 80%.
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Course: Network Management Course Number: 145045

Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field.
TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.9. Given access to online resources and classroom resources, the student will understand Project Concept Proposal: Develop a project concept proposal as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Given access to online resources and classroom resources, the student will understand Equipment: Select, operate, and maintain equipment as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Given access to online resources and classroom resources, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.12. Given access to online resources and classroom resources, the student will understand Performance Tests and Acceptance Plans: Develop performance tests and acceptance plans. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.13. Given access to online resources and classroom resources, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer. as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices.

TPO/Outcome	3.1. Applying learned skills and knowledge, the student will understand Components of Information Security: Describe the components associated with information security systems as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.2. Given access to online resources and classroom resources, the student will understand General Security Compliance: Implement and maintain general security compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.3. Given access to online resources and classroom resources, the student will understand Network Security: Implement and maintain network security as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.4. Given access to online resources and classroom resources, the student will understand Multilayer Defense Structure: Explain information technology mechanisms as they apply to a multilayer defense structure. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.5. Given access to online resources and classroom resources, the student will understand Wireless Security: Implement secure wireless networks as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design.
TPO/Outcome	4.1. Applying learned skills and knowledge, the student will understand Network Infrastructure: Build a multinode network. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.2. Given access to online resources and classroom resources, the student will understand Open Systems Interconnection: Describe the Open Systems Interconnection (OSI) standard (International Organization for Standardization [ISO] Standard 7498)as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.3. Given access to online resources and classroom resources, the student will understand Network Media: Select, assemble, terminate, and test media. as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	4.4. Given access to online resources and classroom resources, the student will understand Wireless Communications: Explain wireless communications as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.5. Given access to online resources and classroom resources, the student will understand Wireless Network Solutions: Design and implement wireless network solutions as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.6. Given access to online resources and classroom resources, the student will understand Network Protocols: Compare and contrast network protocols. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.7. Given access to online resources and classroom resources, the student will understand Transmission Control Protocol/Internet Protocol (TCP/IP): Describe IP addressing schemes and create subnet masks. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.8. Given access to online resources and classroom resources, the student will understand Network Architecture: Describe network architecture. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.9. Given access to online resources and classroom resources, the student will understand Network Operating Systems: Describe and install network operating systems (OSs). as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.10. Given access to online resources and classroom resources, the student will understand Network Administration: Administer network operating systems and services. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.11. Given access to online resources and classroom resources, the student will understand Cloud Computing: Implement a hypervisor. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.12. Applying learned skills and knowledge, the student will understand Wide Area Network: Design a wide area network (WAN). as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.13. Given access to online resources and classroom resources, the student will understand Disaster Recovery: Recommend disaster recovery and business continuity plans. as assessed by lab completions and quiz scores at a minimum of 80%.

Course: Network Security Course Number: 145050

Strand	2. IT Fundamentals
Description	Learners apply fundamental principles of IT, including the history of IT and its impact on society, common industry terms, systems theory, information storage and retrieval, database management, and computer hardware, software, and peripheral device configuration and installation. This base of knowledge and skills may be applied across the career field.
TPO/Outcome	2.1. Given access to online resources and classroom resources, the student will understand Security, Risks, and Safeguards: Describe the need for security and explain security risks and security safeguards as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.3. Given access to online resources and classroom resources, the student will understand Data Encoding: Explain and describe data encoding basics as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.4. Given access to online resources and classroom resources, the student will understand Emerging Technologies: Identify trending technologies, their fundamental architecture, and their value in the marketplace as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.7. Given access to online resources and classroom resources, the student will understand Web Architecture: Explain the fundamentals of delivering information and applications using web architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.9. Given access to online resources and classroom resources, the student will understand Project Concept Proposal: Develop a project concept proposal. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.10. Applying learned skills and knowledge, the student will understand Equipment: Select, operate, and maintain equipment. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.11. Given access to online resources and classroom resources, the student will understand Troubleshooting: Select and apply troubleshooting methodologies for problem solving as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	2.12. Given access to online resources and classroom resources, the student will understand Performance Tests and Acceptance Plans: Develop performance tests and acceptance plans as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	2.13. Given access to online resources and classroom resources, the student will understand Rollout and Handoff: Plan rollout and facilitate handoff to customer as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	3. Information Security
Description	Learners apply principles of information security to implement and maintain security compliance and network security. Learners select components and mechanisms required for a multilayer defense structure and evaluate and minimize security risks to wired and wireless networks and devices.
TPO/Outcome	3.1. Given access to online resources and classroom resources, the student will understand Components of Information Security: Describe the components associated with information security systems. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.2. Given access to online resources and classroom resources, the student will understand General Security Compliance: Implement and maintain general security compliance as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.3. Given access to online resources and classroom resources, the student will understand Network Security: Implement and maintain network security as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.4. Applying learned skills and knowledge, the student will understand Multilayer Defense Structure: Explain information technology mechanisms as they apply to a multilayer defense structure. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	3.5. Given access to online resources and classroom resources, the student will understand Wireless Security: Implement secure wireless networks as assessed by lab completions and quiz scores at a minimum of 80%.
Strand	4. Infrastructure Systems
Description	Learners apply principles of networking and infrastructure related to the installation, administration, and maintenance of computer networks and components. Knowledge and skills may be applied to network connectivity, cabling, protocols, architecture, classification, topologies, operating systems, Open Systems Interconnection (OSI) standards, data encoding, Quality of Service (QoS), Internet Protocol (IP) addressing, and wide area network (WAN) design.

TPO/Outcome	4.2. Applying learned skills and knowledge, the student will understand Open Systems Interconnection: Describe the Open Systems Interconnection (OSI) standard (International Organization for Standardization [ISO] Standard 7498). as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.4. Given access to online resources and classroom resources, the student will understand Wireless Communications: Explain wireless communications as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.5. Given access to online resources and classroom resources, the student will understand Wireless Network Solutions: Design and implement wireless network solutions as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.6. Given access to online resources and classroom resources, the student will understand Network Protocols: Compare and contrast network protocols as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.7. Given access to online resources and classroom resources, the student will understand Transmission Control Protocol/Internet Protocol (TCP/IP): Describe IP addressing schemes and create subnet masks. as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.8. Given access to online resources and classroom resources, the student will understand Network Architecture: Describe network architecture as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.9. Given access to online resources and classroom resources, the student will understand Network Operating Systems: Describe and install network operating systems (OSs). as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.10. Given access to online resources and classroom resources, the student will understand Network Administration: Administer network operating systems and services as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.11. Given access to online resources and classroom resources, the student will understand Cloud Computing: Implement a hypervisor as assessed by lab completions and quiz scores at a minimum of 80%.
TPO/Outcome	4.12. Applying learned skills and knowledge, the student will understand Wide Area Network: Design a wide area network (WAN) as assessed by lab completions and quiz scores at a minimum of 80%.

TPO/Outcome	4.13. Given access to online resources and classroom resources, the student will understand Disaster Recovery: Recommend disaster recovery and business continuity plans as assessed by lab completions and quiz scores at a minimum of 80%.
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Curriculum Mapping

Junior Level

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	2.1 Security, Risks, and Safeguards	Computer Hardware	145025
2	2.2 Networking Fundamentals	Computer Hardware	145025
3	2.4 Emerging Technologies	Computer Hardware	145025
4	2.6 Installation and Configuration	Computer Hardware	145025
5	2.10 Select, operate, and maintain equipment	Computer Hardware	145025
6	2.11 Troubleshooting	Computer Hardware	145025
7	2.12 Performance Tests and Acceptance Plans	Computer Hardware	145025
8	3.5 Wireless Security	Computer Hardware	145025
9	4.3 Network Media	Computer Hardware	145025
10	1.1 Employability Skills	Computer Hardware	145025
11	2.1. IT Fundamentals	IT Technology	145005
12	2.6 Installation and Configuration	IT Technology	145005
13	2.1 Security, Risks, and Safeguards	Computer Software	145030
14	2.3 Data Encoding	Computer Software	145030
15	2.4 Emerging Technologies	Computer Software	145030
16	2.5 Operating Systems	Computer Software	145030
17	2.6 Installation and Configuration	Computer Software	145030
18	Semester Exams		
19	2.11 Troubleshooting	Computer Software	145030
20	3.2 General Security Compliance	Computer Software	145030
21	3.3 Network Security	Computer Software	145030
22	4.9 Network Operating Systems	Network Operating Systems	145040
28	4.8 Network Architecture	Networking	145035
29	4.5 Wireless Network Solutions	Networking	145035
30	4.3 Networking Media	Networking	145035
31	4.7 TCP/IP Protocols	Network Operating Systems	145040
32	4.10 Network Infrastructure	Network Operating Systems	145040
33	4.2 OSI Model	Network Operating Systems	145040
34	4.6 Network Protocols	Network Operating Systems	145040
35	4.10 Network Administration	Network Operating Systems	145040
36	Final Exams		

Senior Level Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	2.1 Security, Risks, and Safeguards	Networking	145035
2	2.7 Web Architecture	Networking	145035
3	2.11 Troubleshooting	Networking	145035
4	2.2 Networking Fundamentals	Networking	145035
5	3.3 Network Security	Routing and Switching	145055
6	2.9 Project Concept Proposal	Networking	145035
7	4.1 Network Infrastructure	Routing and Switching	145055
8	2.10 Equipment	Networking	145035
9	2.4 Emerging Technologies	Networking	145035
10	2.13 Rollout and Handoff	Networking	145035
11	4.2 Open Systems Interconnection	Routing and Switching	145055
12	4.6 Network Protocols	Routing and Switching	145055
13	4.3 Network Media	Routing and Switching	145055
14	3.4 Multilayer Defense Structure	Routing and Switching	145055
15	4.10 Network Administration	Routing and Switching	145055
16	4.8 Network Architecture	Routing and Switching	145055
17	4.4 Wireless Communications	Routing and Switching	145055
18	4.5 Wireless Network Solutions	Routing and Switching	145055
	Semester Exams		
19	3.2 General Security Compliance	Network Security	145050
20	2.4 Emerging Technologies	Network Management	145045
21	3.3 Network Security	Network Security	145050
22	3.5 Wireless Security	Network Security	145050
23	2.10 Equipment	Network Management	145045
24	3.1 Components of Information Security	Network Management	145045
25	4.7 Transmission Control Protocol/Internet Protocol (TCP/IP)	Network Security	145050
26	3.4 Multilayer Defense Structure	Network Management	145045
27	4.1 Network Infrastructure	Network Management	145045
28	4.10 Network Administration	Network Security	145050
29	4.2 Open Systems Interconnection	Network Management	145045
30	4.9 Network Operating Systems	Network Management	145045
31	4.8 Network Architecture	Network Security	145050
32	4.6 Network Protocols	Network Management	145045
33	4.12 Wide Area Network	Network Security	145050
34	4.13 Disaster Recovery	Network Security	145050
35	4.3 Network Media	Network Management	145045
36	2.12 Performance Tests and Acceptance Plans	Networking	145035
	Final Exams		

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and evaluation
- Class discussions
- Skill testing
- Project development
- Lab performance
- Work-based learning experiences
- Industry certifications that students can achieve: CCNA, CompTIA A+

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

GRADING SCALE AND WEIGHTED GRADES (Board Adopted Grading Scale-10-Point Grading Scale)

% Grade Letter	Grade Quality	Points Honors	Quality Points AP	Quality Points
93 – 100	A	4.0	4.5	5.0
90 – 92	A-	3.7	4.2	4.7
87 – 89	B+	3.3	3.8	4.3
83 – 86	B	3.0	3.5	4.0
80 – 82	B-	2.7	3.2	3.7
77 – 79	C+	2.3	2.8	3.3

73 - 76	C	2.0	2.5	3.0
70 - 72	C-	1.7	2.2	2.7
67 - 69	D+	1.3	1.8	2.3
63 - 66	D	1.0	1.5	2.0
60 - 62	D-	0.7	1.2	1.7
0 - 59	F	0	0	0

College Credit Plus (CCP) Courses will be treated the same for purposes of class ranking and grade point averages as other advanced standing (i.e., Advanced Placement)

All students will be required to maintain membership with Business Professionals of America (BPA). During both Junior and Senior years, students are encouraged to participate in competitions by taking skill assessments at the local level. Students are also encouraged to participate in culminating project based competitions as well.

Junior Syllabus

Whitmer High School
Career and Technology Center

**Computer Networking I
Syllabus**

Course Description: This curriculum presents basic networking education to equip students with knowledge and skills that can be applied toward entry-level ICT careers and/or higher education in ICT, in addition to preparing students for A+ and CCNA certifications. This course also teaches students how to operate, build, repair, maintain, and upgrade computers.

Text: The course uses Cisco's Online CCNA Discovery curriculum. It is a blended curriculum with both online and classroom learning. We will also use Testout.com curriculum and a variety of other material that will incorporate other current network operating systems.

Class Meetings: Blocks 1 and 2 for the full year

Instructor: Tadek Stadniczuk

Telephone: 419-473-8416

Email: tstadniczuk@wls4kids.org

Course Objectives:

- Help students recognize the significant impact of networking on their lives
- Teach students how to build and support a home or small business network with wireless equipment
- Students will design, install and repair CAT 5 and CAT 6 wiring Schemes
- Instill a sense of awe in students and encourage them to learn more about how things work and to pursue careers in networking
- Prepare students for entry-level jobs in the industry by employing interactive and engaging instructional approaches that help them understand general theory and gain practical experience
- Teach students the fundamental concepts of networking
- Provide opportunities for extensive hands-on interaction with PC and networking equipment to prepare students for careers and certification exams
- Establish the relevancy and context of networking in our everyday lives

Skills: Upon completion of the Networking for Home and Small Businesses course, students will be able to perform the following tasks:

- Set up a personal computer system, including the operating system, interface cards, and peripheral devices
- Plan and install a home or small business network and connect it to the Internet
- Verify and troubleshoot network and Internet connectivity
- Share resources such as files and printers among multiple computers
- Recognize and mitigate security threats to a home network
- Configure and verify common Internet applications

Grade Breakdown

Computer Networking Grading Percentages:

- Exams = 30%
- Quizzes = 20%
- Projects = 20%
- Labs and assignments = 20%
- Employability = 10%
- Final Exam is worth 15% of your semester grade

Grading Scale and Weighted Grades (Board Adopted Grading Scale-10-Point Grading Scale)

% Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

College Credit Plus (CCP) Courses will be treated the same for purposes of class ranking and grade point averages as other advanced standing (i.e., Advanced Placement)

Senior Syllabus

Instructor: Adam Pickard
Room: C201

Phone: 419-473-8496
Email: apickard@wls4kids.org

Description:

This is a comprehensive class building on the foundation that students have learned from the Computer Networking 1 course. Students will continue to learn about the advanced network communications, advanced computer maintenance, and a broad spectrum of technology integration topics. During the course of the class, various career fields are discussed and give students a greater understanding of the career field and what career paths exist. At the conclusion of the course, students will be prepared to sit for the CCNA and A+ certification exams.

Course Objectives:

- Help students recognize the significant impact of networking on their lives
- Teach students how to build and support a home or small business network with wireless equipment
- Instill a sense of awe in students and encourage them to learn more about how things work and to pursue careers in networking
- Prepare students for entry-level jobs in the industry by employing interactive and engaging instructional approaches that help them understand general theory and gain practical experience
- Teach students the fundamental concepts of networking
- Provide opportunities for extensive hands-on interaction with PC and networking equipment to prepare students for careers and certification exams
- Establish the relevancy of networking in our everyday lives

Skills: Upon completion of the senior year, students will be able to complete the following tasks:

- Implement a LAN for an approved network design
- Configure a switch with VLANs and inter-switch communication
- Implement access lists to permit or deny specified traffic
- Implement WAN links
- Configure routing protocols on Cisco devices
- Perform LAN, WAN, and VLAN troubleshooting using a structured methodology and the OSI model
- Gather customer requirements
- Design a simple Internetwork using Cisco technology
- Design an IP addressing scheme to meet LAN requirements
- Create an equipment list to meet LAN design requirements
- Create and present a proposal to a customer
- Install and configure a prototype Internetwork
- Obtain and upgrade Cisco IOS Software in Cisco devices

Textbooks:

All materials used in this course will be provided. They will include a mixture of printed materials and online curriculum. The online curriculum is provided by Cisco Systems and is titled "CCNA Discovery 1 - 4".

Supplies:

Students will be responsible for their own organization. It is recommended that student get a pocket folder for this class to keep all materials in.

Pencils

Pens (blue or black)

Agenda book with signed internet permission page

Assignment Policy:

All assignments including homework are to be turned into the "IN" bin by the end of class the day they are due. All work after that time is considered late and will be for half credit only. Exceptions to this rule are for students with excused absences. Students caught cheating or plagiarizing work will be given a zero for the assignment as well as a report sent to their dean for fit punishment.

Attendance:

Per school policy, students missing more than seven days are allowed to make up work but are only allowed to a maximum of 67% of the total possible points. If a student misses one or more days, it is the students' responsibility to collect make-up work. A student has an additional day for every day of their absence to make up work missed.

Expectations:

Students are expected to be safe, respectful, responsible, and follow all school / classroom rules at all times including the dress code.

Grading:

All grades are calculated by points using the schools policy of:

GRADING SCALE AND WEIGHTED GRADES (Board Adopted Grading Scale-10-Point Grading Scale)

% Grade Letter	Grade Quality	Points Honors	Quality Points AP	Quality Points
93 – 100	A	4.0	4.5	5.0
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77 – 79	C+	2.3	2.8	3.3
73 - 76	C	2.0	2.5	3.0
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60 – 62	D-	0.7	1.2	1.7
0 – 59	F	0	0	0

College Credit Plus (CCP) Courses will be treated the same for purposes of class ranking and grade point averages as other advanced standing (i.e., Advanced Placement)

Projects:

All seniors will be required to complete an “end of course” project called “The Senior Project”. Students will be given a packet in the first few weeks of school that outlines all procedures and policies surrounding this requirement. All papers MUST be turned in on time for the project as specified on the calendar or the papers will be subject to the same docking of points as stated above in the assignment policy.

All seniors will also be responsible for participating in a Customer Service program that is run during the course of the class. Students will be expected to dress appropriately and go into other classrooms to repair and maintain technology in the CTC building. Specific policies are setup and will be handed out at a later date regarding this program.

Construction Technology

Course of Study

Junior & Senior Program

Developed by:

Phil Kraus

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

December, 2015

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Construction Technology Advisory Committee of Washington Local School District has reviewed the Construction Technology Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Construction Technology, and

WHEREAS, the Construction Technology Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Construction Technology Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquiries regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Construction Technology Course of Study be approved and adopted.



Phil Kraus

CONSTRUCTION TECH
Instructor, Whitmer CTC

5/5/16
Date



Debra Heban

DIRECTOR
Director, Whitmer CTC

5/5/16
Date



Mike Ball

NNO CARPENTERS JATC
Business

5-4-16
Date



Colleen Thornton

NOVEL
Business

04-25-2016
Date

Mary Gregory

Business

Date

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION
WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Construction Technology Program Description

Program Philosophy and Goals

The Construction Technology Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Construction Technology Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing post-secondary education upon graduation. The program curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Career Paths for the Teaching Professions. This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Teaching Professions document by a panel of representatives from secondary, post-secondary, and business leaders.

Students will earn five credits for their combination of classroom instruction and extensive work-based learning experiences. Based upon their interest, students are placed in at least four various classrooms during their senior year. They will have approximately four hundred fifty hours of contact time at the end of the program.

Upon completion of this program, students will have a more defined idea of future choices at the college level. Many students can receive college credit for their teaching portfolio and for work-based learning experiences through dual enrollment with Northwest State Community College. They are also encouraged to present their portfolio to their college advisor early in their program.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math
General Physical Science	Biology 1	Science Elective	Structural Coverings and Finishes Subject Code: 178004
American Experience	Global Issues	American Government	Plan Reading Subject Code: 178019
Health/PE	PE	Core and Sustainable Construction - 178000	Elective
	Intro to Construction	Structural Systems Subject Code: 178003	Elective
		Elective	Elective
		Elective	Elective

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced,

reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Time is allotted each week for the Construction Technology tech prep coordinator to network with the current placement mentor teachers to coordinate visitation schedules, intern students' activities and/or Praxis III applications in their weekly lesson plans.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the educational institution as a whole. Internships/ mentoring assignments/ job shadowing are all examples of work-based opportunities.

College credit opportunities have been developed with Owens's Community College. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Construction Technology program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in Construction Technology are also members of Future Educators Association. Participation in Skills USA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase.

Population Served

The Construction Technology Program is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
Skilled-Trade Apprenticeship	Expediter	Foreman
Laborer	Purchasing Agent	General Superintendent
Carpenter	Estimator	Project Manager
Roofer	Union Representative	Business Manager
Landscaper	General Contractor	Construction Engineer
Shop Laborer	Job Superintendent	Construction Manager
	Shop Foreman	President/CEO
	Field Superintendent	Architect
	Builder	

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

Section 7: Scope and Sequence

Curriculum Course Content

Construction Technology – Core and Sustainable Construction

Subject Code: 178000

Students will learn principles in basic safety (10-hr OSHA), construction math, hand and power tool operation, blueprint reading, material handling, communication, and employability skills. An emphasis will be placed on safe and green construction practices.

Structural Systems

Subject Code: 178003

Students will learn procedures and techniques required for layout and framing of walls and ceilings, including roughing-in door and window openings, constructing corners and partitions; bracing walls and ceilings; and applying sheathing. Students will learn methods of roof, cold formed steel, and wood stair framing. Students will learn site and personal safety, material properties, design procedures, and code requirements for structural systems.

Structural Coverings and Finishes

Subject Code: 178004

This course will address applications of interior and exterior finish work. Students will identify material properties and select for appropriate application. Students will install thermal and moisture protection including roofing, siding, fascia and soffits, gutters, and louvers. Students will install drywall; trim-joinery and molding and apply wall, floor and ceiling coverings and finishes. Throughout the course, the safe handling of materials, personal safety, prevention of accidents and the mitigation of hazards are emphasized.

Plan Reading

Subject Code: 178019

Students learn blueprint reading as it relates to the architecture and construction. Students will use scaling, orthographic projections, dimensioning practices, symbols, notations, and abbreviations to perform area calculations and to interpret floor plan, section, and elevations. Using construction plans, students will identify problems or shortcomings related to the layout and installation of materials for the project.

Core and Sustainable Construction - 178000

TPO 1.9. Financial Management - Given access to online, classroom, and lab resources, the student will use financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being as assessed by scoring at least 70% on a written assessment.

Strand 2. Safety, Tools, and Equipment
Learners apply principles of protection, prevention and mitigation to create and maintain safe working conditions at construction sites. Knowledge and skills may be applied in all aspects of

personal and site safety, including handling materials, using tools and equipment, working with and around electricity, using personal protective equipment and operating heavy equipment.

TPO 2.1. Site Safety

Given access to online, classroom, and lab resources, the student will handle materials, prevent accidents and mitigate hazards as assessed by scoring at least 70% on a hands-on assessment.

TPO 2.2. Personal Safety

Given access to online, classroom, jobsite and lab resources, the student will practice personal safety in construction as assessed by scoring at least 70% on a written and/or hands-on assessment.

Strand 6. Planning and Design

Learners apply principles of architectural and civil engineering, drawing and construction with current technology to develop, present and use construction proposals, plans and schematics. Knowledge and skill may be applied throughout the project from preconstruction design through all stages of building in residential, commercial and industrial applications.

TPO 6.4. Construction Drawings

Given access to online, classroom, and lab resources, the student will read and interpret plans and diagrams within a construction drawing set (i.e., topographical, grading and drainage, architectural, structural, plumbing, mechanical, and electrical) to organize a project work sequence as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 6.5. Construction Math

Given access to online, classroom, and lab resources, the student will calculate materials needed to complete construction projects as assessed by scoring at least 70% on a written and/or hands-on assessment.

Strand 7. Construction and Facility Management

Learners apply principles of business, facility and site operations and project management to build and operate residential, commercial and industrial facilities. Knowledge and skill may be applied in managing and supervising site operations; developing work sequences for tasks and units of work; coordinating material and equipment delivery; planning building stages and the build environment; and providing facility management, maintenance and custodial services.

TPO 7.1. Construction Scheduling

Given access to online, classroom, and lab resources, the student will organize material and equipment delivery to maximize productivity as assessed by scoring at least 70% on a written assessment.

TPO 7.2. Field Organization

Given access to online, classroom, jobsite and lab resources, the student will investigate and understand the sequence of building stages, systems and inspection processes within a build environment as assessed by scoring at least 70% on a written assessment.

TPO 7.5. Maintenance Operations

Given access to classroom, and lab resources, the student will provide maintenance, repair and renovations to maintain the long-term conservation and protection of facility buildings and grounds as assessed by scoring at least 70% on a written assessment.

Structural Systems - 178003

Strand 3. Structural Construction

Learners apply principles of architectural engineering to erect residential, commercial and industrial buildings. Knowledge and skills may be applied in constructing footings and foundations; framing floors, walls, ceilings, roofs and stairs; completing exterior and interior finishes; and repairing, restoring or remodeling existing structures.

TPO 3.3. Excavation

Given access to jobsite and lab resources, the student will perform excavation activities from clearing and grubbing to finish grading in accordance with excavation specifications on prints and in local building codes as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 3.4. Floor Framing

Given access to classroom, jobsite and lab resources, the student will install floor framing systems as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 3.5. Wall Framing

Given access to classroom, jobsite and lab resources, the student will construct wall and ceiling framing as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 3.6. Roof Framing

Given access to classroom, and jobsite lab resources, the student will construct roof framing as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 3.8. Stairs

Given access to classroom, jobsite and lab resources, the student will construct open riser, utility, circular and geometric stairs as assessed by scoring at least 70% on a written and/or hands-on assessment.

Strand 6. Planning and Design

Learners apply principles of architectural and civil engineering, drawing and construction with current technology to develop, present and use construction proposals, plans and schematics. Knowledge and skill may be applied throughout the project from preconstruction design through all stages of building in residential, commercial and industrial applications.

TPO 6.4. Construction Drawings

Given access to online, classroom, and lab resources, the student will read and interpret plans and diagrams within a construction drawing set (i.e., topographical, grading and drainage, architectural, structural, plumbing, mechanical, and electrical) to organize a project work sequence as assessed by scoring at least 70% on a written and/or hands-on assessment.

Structural Covering and Finishes - 178004

Strand 3. Structural Construction

Learners apply principles of architectural engineering to erect residential, commercial and industrial buildings. Knowledge and skills may be applied in constructing footings and foundations; framing floors, walls, ceilings, roofs and stairs; completing exterior and interior finishes; and repairing, restoring or remodeling existing structures.

TPO 3.7. Exterior Finish Work

Given access to classroom, jobsite and lab resources, the student will complete exterior finish as assessed by scoring at least 70% on a hands-on assessment.

TPO 3.9. Interior Finish Work

Given access to classroom, jobsite and lab resources, the student will complete interior finish for residential, industrial and commercial facilities as assessed by scoring at least 70% on a hands-on assessment.

Strand 6. Planning and Design

Learners apply principles of architectural and civil engineering, drawing and construction with current technology to develop, present and use construction proposals, plans and schematics. Knowledge and skill may be applied throughout the project from preconstruction design through all stages of building in residential, commercial and industrial applications.

TPO 6.1. Proposals

Given access to online, classroom, and lab resources, the student will develop and present a design, proposal, or concept as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 6.5. Construction Math

Given access to online, classroom, and lab resources, the student will calculate materials needed to complete construction projects as assessed by scoring at least 70% on a written and/or hands-on assessment.

Plan Reading - 178019

Strand 2. Safety, Tools, and Equipment

Learners apply principles of protection, prevention and mitigation to create and maintain safe working conditions at construction sites. Knowledge and skills may be applied in all aspects of personal and site safety, including handling materials, using tools and equipment, working with and around electricity, using personal protective equipment and operating heavy equipment.

TPO 2.2. Personal Safety

Given access to online, classroom, jobsite and lab resources, the student will practice personal safety in construction as assessed by scoring at least 70% on a written and/or hands-on assessment.

TPO 2.3. Equipment Operation

Given access to jobsite and lab resources, the student will operate equipment used to move materials, earth and other heavy materials as assessed by scoring at least 70% on a hands-on assessment.

Strand 3. Structural Construction

Learners apply principles of architectural engineering to erect residential, commercial and industrial buildings. Knowledge and skills may be applied in constructing footings and foundations; framing floors, walls, ceilings, roofs and stairs; completing exterior and interior finishes; and repairing, restoring or remodeling existing structures.

TPO 3.2. Site Management

Given access to online, classroom, and lab resources, the student will Analyze site management operations as assessed by scoring at least 70% on a written and/or hands-on assessment.

Strand 6. Planning and Design

Learners apply principles of architectural and civil engineering, drawing and construction with current technology to develop, present and use construction proposals, plans and schematics. Knowledge and skill may be applied throughout the project from preconstruction design through all stages of building in residential, commercial and industrial applications.

TPO 6.1. Proposals

Given access to online, classroom, and lab resources, the student will develop and present a design, proposal, or concept as assessed by scoring at least 70% on a written assessment.

TPO 6.4. Construction Drawings

Given access to classroom, and computer lab resources, the student will read and interpret plans and diagrams within a construction drawing set (i.e., topographical, grading and drainage, architectural, structural, plumbing, mechanical, and electrical) to organize a project work sequence as assessed by scoring at least 70% on a paper & pencil or computer assessment.

TPO 6.5. Construction Math

Given access to classroom, and lab resources, the student will calculate materials needed to complete construction projects as assessed by scoring at least 70% on a written and/or hands-on assessment.

Curriculum Mapping
Junior Level

Week	Technical Content (# and/or TPO)	Course Name	Course #
1-2	TPO 2.1. Site Safety	Core and Sustainable Construction	178000
3-5	TPO 2.2. Personal Safety	Core and Sustainable Construction	178000
6-8	TPO 6.4. Construction Drawings	Core and Sustainable Construction	178000
9-12	TPO 6.5. Construction Math	Core and Sustainable Construction	178000
13-14	TPO 7.1. Construction Scheduling	Core and Sustainable Construction	178000
15-16	TPO 7.2. Field Organization	Core and Sustainable Construction	178000
17-18	TPO 7.5. Maintenance Operations	Core and Sustainable Construction	178000
	Semester Exams		
19-20	TPO 3.3. Excavation	Structural Systems	178003
21-23	TPO 3.4. Floor Framing	Structural Systems	178003
24-26	TPO 3.5. Wall Framing	Structural Systems	178003
27-31	TPO 3.6. Roof Framing	Structural Systems	178003
32-33	PO 3.8. Stairs	Structural Systems	178003
34-36	TPO 6.4. Construction Drawings	Structural Systems	178003
	Final Exams		

Senior
Level
Program

Week	Technical Content (# and/or TPO)	Course Name	Course #
1	TPO 2.1. Site Safety	Core and Sustainable Construction	178000
2-3	TPO 2.2. Personal Safety	Core and Sustainable Construction	178000
4-5	TPO 6.5. Construction Math	Core and Sustainable Construction	178000
6-8	TPO 2.3. Equipment Operation	Plan Reading	178019
9-11	TPO 6.4. Construction Drawings	Plan Reading	178019
12-15	TPO 3.9. Interior Finish Work	Structural Covering and Finishes	178004
16-18	TPO 3.7. Exterior Finish Work	Structural Covering and Finishes	178004
	Semester Exams		
19-20	TPO 7.1. Construction Scheduling	Core and Sustainable Construction	178000
21-22	TPO 7.2. Field Organization	Core and Sustainable Construction	178000
23-24	TPO 7.5. Maintenance Operations	Core and Sustainable Construction	178000
24-25	TPO 3.2. Site Management	Plan Reading	178019
26-27	TPO 3.4. Floor Framing	Structural Systems	178003
28-31	TPO 3.5. Wall Framing	Structural Systems	178003
32-34	TPO 3.6. Roof Framing	Structural Systems	178003
35-36	TPO 6.1. Proposals	Structural Covering and Finishes	178004
	Final Exams		

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and evaluation
- Class discussions
- Skill testing
- Project development
- Daily grades
- Lab performance
- Work-based learning experiences
- Industry certifications that students can achieve (10-Hour OSHA Card)

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

District Grading Scale

% Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

Student Participation in CTSO

Students in the Construction Technology Program at Whitmer High School participate in Skills USA with 100% membership during both years that they are enrolled in the program. Each grade level elects class officers and holds monthly meetings. Each school year, one student is chosen to compete in the Carpentry Competition at the regional level with the opportunity to move on to the state and national levels.

CONSTRUCTION TECH I – SYLLABUS

Teacher:	Phil Kraus	Voicemail:	(419) 473-8355
Room Location:	C-128	E-mail:	PKraus@wls4kids.org
Course Length:	1 Block – 1 st Semester 2 Blocks – 2 nd Semester	Lab Fees:	\$180
		Credits:	3

Course Description:

This program is designed to give students hands-on learning in safe jobsite practices, blueprint development and reading, and basics in building codes. Students will develop skills in structural design, home building and remodeling by using all the tools of the trade. Career opportunities include: carpenter, electrician plumber, inspector, construction management, architect, and brick mason. Build projects that area families will use for a lifetime. This course requires working outdoors. All students are required to belong to a career-tech student organization and pay yearly dues. Students may also have the opportunity to be certified in the following areas: OSHA Safety, CPR/First Aid and Powder Actuated Tools.

Textbooks:

Residential Carpentry I – Foundations & Framing
Residential Construction Academy – Carpentry

Materials Needed:

Steel-Toed Work Boots
Calculator

Grading Policy:

The majority of the student's grade will be earned through daily Employability points. These points are earned on a daily basis and include being to class on-time every day, having proper tools and class materials, and being on-task. Points will also be earned for written projects, hands-on lab and jobsite projects, quizzes and tests. The program follows the Board Adopted Grading Scale-10-Point Grading Scale on listed on page 19.

Homework Policy:

Chapter reading from the textbooks will be assigned in order to prepare for topic presentation. The majority of the work will be completed in the classroom, the lab, and on the jobsite.

Late Work/Absent Work Policy:

Classroom work missed due excused absences only may be made up the following day. A zero for Employability points will be given for all absences. Students will be offered two Personal Days per semester for excused absences only. Upon written request, full credit for Employability points may be given for a Personal Day. A good reason for your personal day is required.

Course Calendar:

The following topics will be covered: Safety, Orientation to the Trade, Building Materials, Hand and Power Tools, Concrete, Foundations, Forms, Floor Framing, Wall & Ceiling Framing, Roof Framing, Windows & Exterior Doors

CONSTRUCTION TECH II – SYLLABUS

Teacher:	Phil Kraus	Voicemail:	(419) 473-8355
Room Location:	C-128	E-mail:	PKraus@wls4kids.org
Course Length:	2 Blocks – 1 st Semester 1 Block – 2 nd Semester	Lab Fees:	\$30
		Credits:	3

Course Description:

The second year of this program provides advanced hands-on instruction preparing students to enter the construction industry. Off-site building projects and remodeling jobs provide actual on-the-job experience. Students will gain advanced skills in the safe use of equipment and tools, blueprint reading, structural design and building codes. All students are required to belong to a career-tech student organization and pay yearly dues. Students may also have the opportunity to be certified in the following areas: Aerial & Scissor Lift Operation and Forklift Operation.

Textbooks:

Residential Carpentry II – Finish & Trim
Residential Construction Academy – Carpentry

Materials Needed:

Steel-Toed Work Boots
Calculator

Grading Policy:

The majority of the student's grade will be earned through daily Employability points. These points are earned on a daily basis and include being to class on-time, having proper tools and class materials, and being on-task. Points will also be earned from written and hands-on projects, quizzes and tests. The program follows the Board Adopted Grading Scale-10-Point Grading Scale on listed on page 19.

Homework Policy:

Chapter reading from the textbooks will be assigned in order to prepare for topic presentation. The majority of the work will be completed in the classroom, the lab, and on the jobsite.

Late Work/Absent Work Policy:

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Course Calendar:

The following topics will be covered: Reading Plans, Site Layout, Exterior Finish, Roofing, Insulation, Stairs, Interior Finish (Doors, Trim, and Cabinet Installation), Basic Plumbing, and Basic Electrical

**Criminal Justice
P1**

**Course of Study
Junior & Senior Program**

Developed by:

Donald Palmer

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

September, 2015

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Criminal Justice Advisory Committee of Washington Local School District has reviewed the Criminal Justice Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Law and Public Safety, and

WHEREAS, the Criminal Justice Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Criminal Justice Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

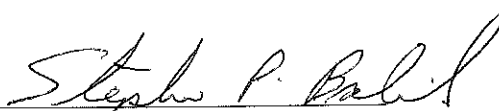
Inquiries regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Criminal Justice Course of Study be approved and adopted.



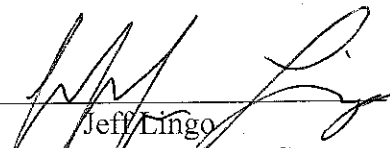
Donald Palmer
Whitmer CTC, Instructor
February 24, 2016



Stephen Babich
Whitmer CTC, Instructor
February 24, 2016



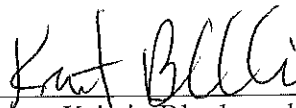
Thomas G. Ilstrup
Attorney & Counselor at Law
February 24, 2016



Jeff Lingo
Chief Prosecutor, Lucas County
Court of Common Pleas
February 24, 2016



Sgt. Chris Fitzgerald
Ohio State Highway Patrol
February 24, 2016



Kristin Blochowski
Professor Lourdes University
Whitmer CTC Instructor (Sabbatical)
February 22, 2016

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and inference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Criminal Justice Program Description

Program Philosophy and Goals

The Criminal Justice Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Criminal Justice Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing post-secondary education upon graduation. The program curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Criminal Justice. This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Teaching Professions document by a panel of representatives from secondary, post-secondary, and business leaders.

Students will earn three credits for their combination of classroom instruction and work-based learning experiences.

Upon completion of this program, students will have a more defined idea of future choices at the college level. Many students can receive college credit through CT2

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math
General Physical Science	Biology 1	Science Elective	Criminal Investigations
American Experience	Global Issues	American Government	Homeland Security Protecting America's Critical Infrastructure
Health/PE	PE	The American Criminal Justice System	Law and Public Safety Capstone
Street Law	Your Legal Rights	Police Work and Practice in Public Safety	Corrections
		Elective	Elective
		Elective	Elective

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the educational institution as a whole. Internships/ mentoring assignments/ job shadowing are all examples of work-based opportunities.

Credit transfer agreement (CT2) has been developed with the Ohio Higher Education. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Criminal Justice program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in Criminal Justice are also members of Skills USA participation in Skills USA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase.

Population Served

The Criminal Justice Program is open to all students’ grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
Deputy Sheriff	Command Officer	FBI
Police Officer		DEA
State Highway Patrol		Secret Service
Private Security		Customs Agent
Loss Prevention		Probation Officer
Police Dispatcher		Parole Officer
Corrections Officer		

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

Section 7: Scope and Sequence

Curriculum Course Content

Homeland Security Protecting America's Critical Infrastructure

Subject Code: 170916

In Homeland Security, students will learn techniques to secure and protect America's people and infrastructure from natural and manmade disaster. Students will look at a range of issues including cyber security, intelligence gathering, and local emergency planning that can be applied in their own community. Students will also learn to manage critical incidents through training in National Incident Management and the Incident Command System. Student will complete multiple FEMA certifications in this course.

The American Criminal Justice System

Subject Code: 170911

This first course in the Criminal Justice pathway traces the history, organization, and functions of local, state, and federal law enforcement. Students will study criminal behavior and apply constitutional and criminal law to crime and punishment. Students will learn law enforcement terminology, classifications and elements of crime, and how various court systems are used to judge and punish offenders.

Police Work and Practice in Public Safety

Subject Code: 170913

In this course, students will learn the skills necessary to prevent, detect and react to crime. Students will learn self-defense and subject control techniques, methods to conduct patrols, surveillance, and traffic procedures. Students will understand the ethical and legal responsibilities of police officers on patrol. Additionally, students will learn the operations of police and emergency telecommunication systems

Investigations and Forensics in Criminal Investigations

Subject Code: 170914

Forensic Science uses a structured and scientific approach to the investigation of crimes including assault, abuse and neglect, domestic violence, accidental death and homicide. Students will learn the psychology of criminal behavior and apply it to investigative procedures. Students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis.

The American Criminal Justice System

Subject Code: 170911

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

TPO/Outcome 1.1. Employability Skills

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Terminal Performance Objective: Using a teacher generated rubric, all students will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings at a level judged satisfactory by the teacher.

Competencies

- 1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior.

TPO/Outcome 1.2. Leadership and Communications

Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Terminal Performance Objective: Given a topic, all students will select, research, write, and give informal and formal presentations that summarize leadership skills for a pass/fail grade.

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information.
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications and resumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

TPO/Outcome 1.3. Business Ethics and Law

Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Outcome 1.3. Business Ethics and Law

Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Terminal Performance Objective: Given various scenarios, all students will differentiate legal and ethical issues for a pass/fail grade.

Competencies

- 1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
- 1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.
- 1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
- 1.3.4. Identify how federal and state consumer protection laws affect products and services.
- 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
- 1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.

- 1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]).
- 1.3.8. Verify compliance with computer and intellectual property laws and regulations.
- 1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.

TPO/Outcome 1.4. Knowledge Management and Information Technology
 Demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.

Terminal Performance Objective: All students will demonstrate the knowledge of computer systems and explain common uses for computers in the Criminal Justice system by successfully completing on-line education to receive a certificate of completion for a 100% compliance.

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure and monitor business records.
- 1.4.6. Use an electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

TPO/Outcome 1.5. Global Environment
 Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

Terminal Performance Objective: In a large group, all students will evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals at a grade of pass / fail. Through the use of a teacher generated rubric

Competencies

- 1.5.1. Describe how cultural understanding, cultural intelligence skills and continual awareness are interdependent.
- 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.
- 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
- 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
- 1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.
- 1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.

- 1.5.7. Use intercultural communication skills to exchange ideas and create meaning.
- 1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services and recognition of new opportunities.

TPO/Outcome 1.6. Business Literacy

Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Terminal Performance Objective: The students will develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations as it relates to the Criminal Justice profession through 100% compliance of completed work given.

Competencies

- 1.6.1. Identify business opportunities.
- 1.6.2. Assess the reality of becoming an entrepreneur, including advantages and disadvantages (e.g., risk versus reward, reasons for success and failure).
- 1.6.3. Explain the importance of planning your business.
- 1.6.4. Identify types of businesses, ownership and entities (i.e., individual proprietorships, partnerships, corporations, cooperatives, public, private, profit, not-for-profit).
- 1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments and interdepartmental interactions.
- 1.6.6. Identify the target market served by the organization, the niche that the organization fills and an outlook of the industry.
- 1.6.7. Identify the effect of supply and demand on products and services.
- 1.6.8. Identify the features and benefits that make an organization's product or service competitive.
- 1.6.9. Explain how the performance of an employee, a department and an organization is assessed.
- 1.6.10. Describe the impact of globalization on an enterprise or organization.
- 1.6.11. Describe how all business activities of an organization work within the parameters of a budget.
- 1.6.12. Describe classifications of employee benefits, rights, deductions and compensations.

TPO/Outcome 1.9. Financial Management

Use financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being.

Terminal Performance Objective: All students will use various financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being at a grade of pass / fail.

Competencies

- 1.9.1. Create, analyze and interpret financial documents (e.g., budgets, income statements).
- 1.9.2. Identify tax obligations.
- 1.9.3. Review and summarize savings, investment strategies and purchasing options (e.g., cash, lease, finance, stocks, bonds).
- 1.9.4. Identify credit types and their uses in order to establish credit.
- 1.9.5. Identify ways to avoid or correct debt problems.
- 1.9.6. Explain how credit ratings and the criteria lenders use to evaluate repayment capacity affect access to loans.

- 1.9.7. Review and summarize categories (types) of insurance and identify how insurances can reduce financial risk.
- 1.9.8. Identify income sources and expenditures.
- 1.9.9. Compare and contrast different banking services available through financial institutions.
- 1.9.10. Identify the role of depreciation in tax planning and liability.

Strand 8. Law Enforcement

Learners apply principles of criminal justice to deter, delay, detect and respond to criminal activity, respond to traffic incidents, enforce laws, protect self and others and use psychological and sociological theories to explain criminal behavior.

TPO/Outcome 8.1. Evolution and Foundations

Describe the history of the American criminal justice system from its origins to modern day

Terminal Performance Objective: Given classroom instruction, All students will describe the history of the American Criminal Justice system from its origins to modern day practices for a pass / fail test given a teacher generated rubric

Competencies

- 8.1.1. Describe the historical evolution of law enforcement from its early English origins and early American development to its modern structure and technological advancements.
- 8.1.2. Describe the historical development of the correctional system from early European influences to modern practice.
- 8.1.3. Describe the influence of early Roman law, early English law and common law on the development of the American criminal justice system.
- 8.1.4. Explain the interaction of law enforcement, courts and correction from the systems level to the personnel level in criminal justice and juvenile justice.
- 8.1.5. Explain the concept of discretion and describe the discretion allowed to law enforcement, courts and corrections personnel in criminal justice.

TPO/Outcome 8.7. Behavioral Science

Describe the psychological and sociological theories of criminal behavior.

Terminal Performance Objective: Given a teacher generated rubric, and classroom instruction, the students will describe the psychological and sociological theories of criminal behavior for a pass / fail test.

Competencies

- 8.7.1. Evaluate the role that personal values, resources, mental health, substance abuse and disabilities play in conflict.
- 8.7.2. Compare and contrast theories of criminal behavior (e.g., determinism [biological, psychological and sociological foundations], free will [a person chooses to act]).
- 8.7.3. Examine crime trends using data from the Uniform Crime Report or National Victimization Survey.
- 8.7.4. Describe the sociological and psychological impact on the community of crimes against people and property.
- 8.7.5. Explain the relationship of substance abuse to criminal behavior and its effect on communities and the criminal justice system.

- 8.7.6. Critique the concept of victimless crime and draw conclusions on its societal impact.
- 8.7.7. Describe the sociological and psychological factors that contribute to gang culture (e.g., geography).
- 8.7.8. Evaluate and draw conclusions on the impact of crime on victims and perpetrators using the concept of victimology and restorative justice.
- 8.7.9. Explain the use of forensic psychology and criminal profiling in criminal justice.

TPO/Outcome 8.9. Criminal Law

Analyze and apply concepts of criminal law, procedure and individual rights to the criminal justice system.

Terminal Performance Objective: Using a teacher generated rubric and classroom instruction, the student will analyze and apply concepts of criminal law, the procedures relating to criminal law, and individual rights within the guidelines of the law for a pass / fail grade.

Competencies

- 8.9.1. Compare and contrast offenses, burden of proof and penalties in the civil, criminal and juvenile justice systems.
- 8.9.2. Compare and contrast constitutional and statutory law and the impact of each on search and seizure, due process and rules of evidence (e.g., exclusionary rule).
- 8.9.3. Explain powers of arrest and detainment.
- 8.9.4. Describe the elements of criminal offenses listed in the Ohio Revised Code (ORC) and how culpable mental states apply to each offense.
- 8.9.5. Describe the legal procedures to conduct a line-up.
- 8.9.6. Describe the legal distinction between interviewing a subject not in custody and interrogating a suspect in custody and the application of the Miranda warning.
- 8.9.7. Identify the requirements prescribed by law to interview juveniles.
- 8.9.8. Describe the stages for processing a suspect from arrest to final case disposition in the adult and juvenile court system.
- 8.9.9. Differentiate between traffic, misdemeanor and felony offenses and penalties.
- 8.9.10. Explain the legal standard and admissibility of a dying declaration.
- 8.9.11. Explain issues of legal admissibility in presenting evidence and testifying.
- 8.9.12. Explain affirmative defenses.
- 8.9.13. Describe and differentiate between jurisdiction and legal authority in law enforcement and private security operations.
- 8.9.14. Describe the impact of local, state and federal laws on private security operations.

TPO/Outcome 8.10. Court Systems

Summarize court systems, personnel and processes and how cases move through the criminal justice system.

Terminal Performance Objective: Given classroom instruction, the student will write a summary of the various court systems, personnel and processes and how the two levels of criminal cases move through the Criminal Justice system for a pass / fail grade.

Competencies

- 8.10.1. Describe the role of judges, prosecutors, special prosecutors, defense attorneys and public defenders in criminal proceedings, how they are appointed and the relationships among them.

- 8.10.2. Describe the role and rights of defendants in criminal proceedings and their relationship to other court entities.
- 8.10.3. Describe the rights and responsibilities of victims in all phases of the criminal justice system.
- 8.10.4. Identify and explain court and community based services that support victims of crime.
- 8.10.5. Explain the concept of restorative justice.
- 8.10.6. Describe the responsibilities of a jury and how it is selected.
- 8.10.7. Describe the methods for court appointment of a defense attorney for an indigent defendant.
- 8.10.8. Describe and demonstrate the role and appropriate behavior of law enforcement agents as witnesses in criminal proceedings and their relationships to others involved.
- 8.10.9. Explain the administrative structure of a court and the roles and relationships of support personnel (e.g., recorders, clerks, bailiffs).
- 8.10.10. Describe the use and purpose of bail/bond for releasing defendants prior to trial.
- 8.10.11. Describe the process and reasons for binding a juvenile over to the adult criminal court for trial.
- 8.10.12. Compare and contrast the jurisdiction of local, state and federal courts.
- 8.10.13. Explain the procedures necessary for obtaining arrest and search warrants.

TPO/Outcome 8.11. Sentencing

Summarize procedures and legal guidelines for criminal sentencing and other case dispositions and apply those in the criminal justice system.

Terminal Performance Objective: Given classroom instruction, the student will summarize procedures and legal guidelines set forth by legislation for Judges for criminal sentencing and other case dispositions and apply those in the Criminal Justice system for a pass / fail grade.

Competencies

- 8.11.1. Differentiate between diversion, jail, prison, probation, parole and community corrections in local, state and federal jurisdictions.
- 8.11.2. Describe sentencing guidelines for criminal convictions (e.g., Truth in Sentencing laws, mandatory minimum sentences, Three Strikes laws, capital punishment).
- 8.11.3. Describe the role of victim impact statements in sentencing.
- 8.11.4. Differentiate between determinate and indeterminate sentencing.
- 8.11.5. Describe the positive and negative effects of plea bargaining and factors that influence it.
- 8.11.6. Analyze disparities in sentencing based on race, gender, religion and sexual orientation.
- 8.11.7. Compare and contrast correctional ideologies (e.g., retribution, deterrence, incapacitation, rehabilitation).
- 8.11.8. Describe the levels of probation and the functions of the probation officer at each level.
- 8.11.9. Describe community-based resources supporting community-based correctional programs.
- 8.11.10. Describe the concept and purpose of restorative justice.

Law and Public Safety Career Field
Homeland Security: Protecting America's Infrastructure
Subject Code: 170916
Outcome and Competency Descriptions

Course Description:

In Homeland Security students will learn techniques to secure and protect America's people and infrastructure from natural and man-made disasters. Students will analyze a range of national security issues. Students will learn to develop and manage local emergency plans. Students will also learn to manage critical incidents through training in the National Incident Management System and the Incident Command System.

Strand 6. Homeland Security

Learners apply principles of the National Response Framework to protect critical infrastructure from natural disaster and terrorism events through the all-hazards approach of emergency management; incident command; intelligence gathering; vulnerability assessments; emergency planning; and chemical, biological, radiological, nuclear and high yield explosives (CRBNE) preparedness.

Outcome 6.1. Terrorism and Disaster Preparedness

Outcome/TPO: 6.1 Terrorism and Disaster Preparedness- Using a teacher generate rubric, the students will, after given classroom instruction, apply concepts of prevention, mitigation, response, and recovery to their local community for a pass/fail grade.

Competencies

- 6.1.1. Analyze the types, modes of operation and tactics of terrorist organizations, both foreign and domestic.
- 6.1.2. Summarize the roles, duties and strengths of local, state and federal agencies involved in homeland security.
- 6.1.3. Describe the chain of command and hierarchy among all homeland security agencies.
- 6.1.4. Critique communication issues, procedures and interoperability among all homeland security agencies.
- 6.1.5. Compare and contrast responding to a terrorism-created crime scene and a non-terrorism related crime scene.
- 6.1.6. Describe the purpose of interagency and intergovernmental collaboration in responding to emergency incidents.
- 6.1.7. Describe the purpose for non-governmental organizations (NGOs) in responding to emergency

- incidents.
- 6.1.8. Identify and describe the role of the emergency management agency director in developing a community emergency response plan and coordinating a response to a disaster.
 - 6.1.9. Summarize the procedures necessary for a local entity or state to obtain federal assistance in a disaster situation.
 - 6.1.10. Compare and contrast the roles of the National Guard and military in responding to disasters.

Outcome 6.2. Infrastructure and Border Protection

Outcome/TPO: 6.2 Infrastructure and Border Protection- Through the use of a teacher generated rubric, students will, after given classroom instruction, identify the key elements of national infrastructure, key systems and border protection with 100% compliance.

Competencies

- 6.2.1. Identify major points of vulnerability in the nation's transportation, agriculture, food, water, energy and communications infrastructure and borders.
- 6.2.2. Identify techniques to protect and secure infrastructure and borders.
- 6.2.3. Describe the National Infrastructure Protection Plan (NIPP) and the role of the emergency responder.
- 6.2.4. Describe local, state and federal agencies that protect the nation's infrastructure and borders.
- 6.2.5. Implement an emergency operations plan in response to an attack on infrastructure or borders.

Outcome 6.3. Intelligence Gathering

Outcome/TPO: 6.3 Intelligence Gathering- Given a topic, all students will identify a terrorist organization and report information gained from these organizations for a pass/fail grade.

Competencies

- 6.3.1. Apply legal issues related to intelligence-gathering activities to prevent domestic and international terrorism (e.g., Patriot Act, homeland security, presidential directives).
- 6.3.2. Describe the local, state and federal agencies involved in intelligence gathering.
- 6.3.3. Identify and describe barriers to the gathering and sharing of intelligence by agencies and the role of the Director of National Intelligence.
- 6.3.4. Describe strategies used to gather and evaluate domestic and international intelligence information.
- 6.3.5. Use intelligence to develop a threat and vulnerability assessment against a target.

Outcome 6.4. Hazardous Materials

Outcome/TPO: 6.4 Hazardous Materials- Utilizing a teacher generated rubric, students will identify a variety of chemical weapons and how to identify and contain the release of each chemical for a pass/fail grade.

Competencies

- 6.4.1. Identify possible targets and outcomes of CBRNE attacks and procedures to prevent and mitigate the threat.
- 6.4.2. Summarize the types of thermal, radiological, asphyxiation, chemical, etiological, mechanical (TRACEM) agents, behaviors, hazards and harm.
- 6.4.3. Implement self-protective measures (e.g., shielding, time, distance) based on type of TRACEM incident.
- 6.4.4. Cite evidence and evaluate warning signs of CBRNE incidents.
- 6.4.5. Classify material and summarize response measures that should be taken with a CBRNE incident.
- 6.4.6. Draw conclusions based on hazard identity and physical environment to develop a scene control plan.
- 6.4.7. Use detection equipment to identify CBRNE agents and conduct a hazard and risk assessment.
- 6.4.8. Recognize the signs and symptoms of CBRNE agent exposure and formulate first aid, triage and fatality management procedures.
- 6.4.9. Control and contain CBRNE agents and decontaminate self, victims, site, equipment and mass casualties based on a chemical, biological, or radiological agent.
- 6.4.10. Describe the unique crime scene and evidence preservation issues associated with a CBRNE incident.
- 6.4.11. Plan the transition from the response phase to the recovery phase in a CBRNE incident.

Outcome 6.5. Emergency Operations Plan

Outcome/TPO: 6.5 Emergency Operations Plan- Working in groups and after classroom instruction, students will develop Emergency Operations Plans for their local communities and give formal and informal presentations that summarize their understanding of an EOP for a pass/fail grade.

Competencies

- 6.5.1. Describe an EOP and its purpose at the local, state and federal level.
- 6.5.2. Identify public service systems and officials involved in planning.
- 6.5.3. Identify and describe the four steps in emergency planning (i.e., hazard analysis, EOP development, EOP testing, EOP maintenance and revision).
- 6.5.4. Identify and analyze hazards using the four-step hazard analysis method (i.e., identify hazard, profile hazard, profile community, determine vulnerability).
- 6.5.5. List and describe the basic components of an EOP.
- 6.5.6. Describe and differentiate functional annexes and hazard specific appendices.
- 6.5.7. Activate the incident command system and implement an emergency response following an EOP.

Law and Public Safety Career Field
Police Work and Practice in Public safety
Subject Code: 170913
Outcome and Competency Descriptions

Course Description:

In this course, students will learn the skills necessary to prevent, detect and react to crime. Students will learn self-defense and subject control techniques, methods to conduct patrols, surveillance, and traffic procedures. Students will understand the ethical and legal responsibilities of police officers on patrol. Additionally, students will learn the operations of police and emergency telecommunication systems.

Strand 8. Law Enforcement

Learners apply principles of criminal justice to deter, delay, detect and respond to criminal activity, respond to traffic incidents, enforce laws, protect self and others and use psychological and sociological theories to explain criminal behavior.

Outcome 8.2. Use of Force

Apply the use of force continuum to control subjects and situations and maintain safety for all involved.

Terminal Performance Objective: Through classroom instruction in the established curriculum set forth by the Ohio Peace Officer Training Commission, all students will apply the use of force continuum to control subjects in various situations to ensure the safety for all involved at a 100% competency per the standards of the Criminal Justice profession.

Competencies

- 8.2.1. Explain the continuum of force from less lethal to lethal.
- 8.2.2. Apply techniques for unarmed self-defense.
- 8.2.3. Describe the types of less lethal weapons and explain safe procedures for handling, maintaining and using them.
- 8.2.4. Control subjects using less lethal weapons.
- 8.2.5. Approach subjects in a safe manner.
- 8.2.6. Identify verbal and nonverbal signs of aggression and de-escalate the situation.
- 8.2.7. Control subjects employing basic hand grasp strategies, blocks and releases.
- 8.2.8. Pat down subjects following gender-specific procedures.
- 8.2.9. Restrain the hands and arms of subjects.
- 8.2.10. Describe the different types of firearms encountered in law enforcement.
- 8.2.11. Handle simulated firearms using firearm safety techniques.
- 8.2.12. State the guidelines and restrictions (e.g., situations, levels of force, use of equipment) imposed by federal and state governments related to the use of deadly force.
- 8.2.13. Describe the psychological impact of using deadly force and the symptoms of that impact.
- 8.2.14. Describe the roles law enforcement officers play in critical incident stress debriefing.
- 8.2.15. Explain the legal liabilities associated with providing medical assistance after the use of force.

Outcome 8.3. Traffic Procedures

Enforce traffic laws to respond to traffic-related offenses, control traffic and investigate accidents.

Terminal Performance Objective: Through a teacher generated rubric after classroom and lab instruction, the student will compare and contrast various motor vehicle laws as it relates to miscellaneous incidents, demonstrate the various methods of controlling traffic and investigating motor vehicle crashes for a pass / fail grade.

Competencies

- 8.3.1. Describe laws that address emergency vehicle operation.
- 8.3.2. Complete a pre-patrol examination of vehicle and equipment.
- 8.3.3. Complete a uniform traffic citation for a traffic violation.
- 8.3.4. Control vehicle and pedestrian traffic using cruiser position, cones, flares, flashlights.
- 8.3.5. Identify traffic offenses using speed monitoring devices, sensory observation and field sobriety tests.
- 8.3.6. Respond to, investigate and document a motor vehicle crash.
- 8.3.7. Investigate a vehicle crash using computations of skid length, speed, impact angles, weather and surface condition coefficients to determine the cause.
- 8.3.8. Conduct vehicle stops for traffic violations, misdemeanors and felonies.
- 8.3.9. Describe when to initiate and terminate pursuits, based on legal and liability issues.
- 8.3.10. Describe control and maneuverability techniques for different speeds and tactics.

Outcome 8.4. Patrols

Conduct patrols to prevent, detect and respond to crime and emergencies.

Terminal Performance Objective: After classroom and lab instruction using the established curriculum set forth by the Ohio Peace Office Training Commission, the student will describe patrol techniques to prevent, detect and respond to crimes and emergencies to meet the guidelines of profession for a pass/fail grade.

Competencies

- 8.4.1. Describe the types of patrol and their functions (e.g., preventive, directed, crime mapping, aggressive).
- 8.4.2. Follow relevant law and department protocol for using communication equipment.
- 8.4.3. Maintain situational awareness to identify unusual or abnormal conditions in the environment and in people.
- 8.4.4. Interact with citizens or subjects to acquire information.
- 8.4.5. Respond to requests for service based on the type of call.
- 8.4.6. Identify and interpret gang identifiers.
- 8.4.7. Identify the physical signs, symptoms and paraphernalia of drug use.
- 8.4.8. Manage people in crisis (e.g., individuals with mental and physical disabilities).
- 8.4.9. Control crowds using environmental factors, tools and techniques to maintain order.
- 8.4.10. Describe procedures for maintaining security and safety when arresting, processing, handling and transporting prisoners.

Outcome 8.5. Surveillance and Detection

Describe and use surveillance and detection tools to deter, detect and investigate crime.

Terminal Performance Objective: Through a teacher generated rubric after given classroom and lab instruction, the student will describe and explain the use of various surveillance and detection tools to deter, detect and investigate crime for a pass / fail grade.

Competencies

- 8.5.1. Summarize the types of surveillance tools available to law enforcement, security and public safety personnel (i.e., video surveillance equipment, environmental surveillance equipment).
- 8.5.2. Identify the legal issues involved in conducting surveillance of individuals and suspects.
- 8.5.3. Conduct surveillance of a subject or area to deter or detect crime.
- 8.5.4. Document a surveillance operation for use as evidence.
- 8.5.5. Analyze the legal issues in using surveillance techniques and tools.
- 8.5.6. Describe modern and evolving technology used by law enforcement to prevent and investigate crime.

Outcome 8.6. Crime Prevention

Assist the community in preventing crime using the concepts of deter, delay, detect and deny.

Terminal Performance Objective: After given classroom and lab instruction using the established curriculum set forth by the Ohio Peace Officer Training Commission, the student will identify methods in preventing crime using the concepts of deter, delay, detect and deny to meet the guidelines set by the profession for a pass/fail grade.

Competencies

- 8.6.1. Collaborate with the community on education initiatives to prevent crime and reduce family violence.
- 8.6.2. Conduct a risk assessment/security survey to identify potential vulnerabilities.
- 8.6.3. Educate the community on using environmental design (e.g., shrubbery, barrier, lock systems, lighting) to mitigate vulnerabilities.
- 8.6.4. Recommend surveillance and detection systems based on benefits and advantages of each.

Outcome 8.8. 911 Telecommunication System

Process calls for assistance and dispatch first responders according to protocol.

Terminal Performance Objective: Using a teacher generated rubric after classroom and lab instruction, all students will process incoming calls for assistance and dispatch first responders according to protocol during instructor led simulation activities for a grade of pass / fail.

Competencies

- 8.8.1. Interact with first responders and personnel in the field and assist in maintaining safety.
- 8.8.2. Communicate with the media and public.

- 8.8.3. Identify and describe legal and liability issues related to the emergency service telecommunicator (e.g., Federal Communications Commission [FCC] requirements; Title 18, U. S. Code; National Fire Protection Association [NFPA] 1221).
- 8.8.4. Describe the purpose of continuity of operations and disaster planning for 911 telecommunication centers.
- 8.8.5. Manage and prioritize incoming calls for service and recognize calls that require supervisor notification.
- 8.8.6. Communicate concisely with callers based on the situation and the needs of the caller.
- 8.8.7. Manage and identify callers and provide special assistance as needed to callers (e.g., hysterical, suicidal, mental or physical disability).
- 8.8.8. Provide timely and accurate direction to individuals when their lives are in immediate danger following guides and protocols.
- 8.8.9. Differentiate between call transfer and call referral.
- 8.8.10. Document calls for service.
- 8.8.11. Use radio-dispatching techniques and procedures to process a request for emergency services.
- 8.8.12. Use call-processing guidelines for law enforcement, fire and emergency medical service when dispatching.
- 8.8.13. Use law enforcement, fire and emergency medical service terminology.
- 8.8.14. Use geographical information system (GIS) and geographical positioning system (GPS) technology in emergency response operations protocol

Investigations and Forensics in Criminal Investigations

Subject Code: 170914

Forensic Science uses a structured and scientific approach to the investigation of crimes including assault, abuse and neglect, domestic violence, accidental death and homicide. Students will learn the psychology of criminal behavior and apply it to investigative procedures. Students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis.

Strand 7. Investigation and Forensics

Learners apply principles of physical, social and knowledge sciences to gather and analyze physical evidence, solve crimes, prepare evidence for prosecution and interview and interrogate subjects to determine fact from fiction.

TPO/Outcome 7.1. Investigative Process

Investigate and document scenes, individuals and incidents.

Terminal Performance Objective: After classroom instruction, All students will demonstrate basic skills in investigating and documenting a crime scene at 100% pass rate as directed by the Ohio Peace Officer Training Commission.

Competencies

- 7.1.1. Outline the investigative process from determination that a crime was committed through evidence collection and prosecution.
- 7.1.2. Identify and provide aid to victims with minimal impact on a crime scene.
- 7.1.3. Identify and secure the crime scene, using proper chain of custody procedures for evidence collection (e.g., finger prints, deoxyribonucleic acid [DNA], physical evidence, witness statements).
- 7.1.4. Document the crime scene through sketches, photography and video that include measurements.
- 7.1.5. Collect, package, tag and preserve different types of evidence.
- 7.1.6. Identify, locate and apprehend a suspect.
- 7.1.7. Apply the legal standard of evidentiary chain of custody, including the collection, securing, transporting, storing, releasing and final disposition of evidence.
- 7.1.8. Identify signs of mental and physical abuse or neglect of children and adults and report as mandated by law.
- 7.1.9. Describe the role and function of the coroner and medical examiner in investigations.

TPO/Outcome 7.2. Interviews and Interrogations

Gather and analyze verbal and nonverbal information to investigate a crime.

Terminal Performance Objective: After classroom instruction, All students will demonstrate basic skills in gathering and analyzing information at 70% pass rate as directed by the Ohio Peace Officer Training Commission.

Outcome 7.2. Interviews and Interrogations

Gather and analyze verbal and nonverbal information to investigate a crime.

Competencies

- 7.2.1. Distinguish facts from fiction through listening to and observing the subject's body language, eye movement, voice tone and inflection.
- 7.2.2. Interpret a subject's responses using kinesics.
- 7.2.3. Assist witnesses in enhancing their memory.
- 7.2.4. Select and use different interrogation styles based on subject characteristics and behavior.
- 7.2.5. Describe the impact of location and environment on information obtained.
- 7.2.6. Explain why individuals make false confessions.

TPO/Outcome 7.3. Drugs and Toxicology

Describe the types of drug and toxicology evidence and identify the methods used for collection and analysis.

Terminal Performance Objective: Given classroom instruction, All students will demonstrate basic skills in methods used in collection and analysis of Drugs at 70% pass rate as directed by the Ohio Peace Officer Training Commission.

Competencies

- 7.3.1. Identify controlled substances in different forms.
- 7.3.2. Describe field drug testing and lab drug testing procedures.
- 7.3.3. Explain how false positives occur.
- 7.3.4. Investigate controlled substances, their ingredients and associated crime scenes without causing harm or injury.
- 7.3.5. Describe the methods and legal issues of drug testing suspects and arrestees.
- 7.3.6. Prepare forensic toxicology reports for criminal proceedings.

TPO/Outcome 7.4. Blood and Fingerprints

Describe the collection, evaluation and legal admissibility of blood and fingerprint evidence.

Terminal Performance Objective: After classroom instruction, All students will demonstrate basic skills in the collection, evaluation and admissibility of blood and fingerprint evidence at 100% pass rate as directed by the Ohio Peace Officer Training Commission.

Competencies

- 7.4.1. Describe the characteristics of blood evidence (e.g., spatter, pooling, location) as they relate to a crime scene.
- 7.4.2. Locate unseen blood evidence at crime scenes.
- 7.4.3. Prepare blood evidence for criminal proceedings.
- 7.4.4. Describe the classification characteristics of fingerprints, palmprints and footprints used in criminal investigations.
- 7.4.5. Collect, develop and preserve latent prints.
- 7.4.6. Compare latent prints with prints on file to identify suspects.
- 7.4.7. Collect and analyze fingerprints using the Automated Fingerprint Information System (AFIS), Web check and other technology systems.
- 7.4.8. Prepare latent print analysis for criminal proceedings.

TPO/Outcome 7.5. Financial Crimes

Describe financial crimes and investigation methods.

Terminal Performance Objective: Given a teacher generated rubric and classroom instruction, the student will summarize the various financial crimes and investigative methods at a 70%r pass rate.

Outcome 7.5. Financial Crimes

Describe financial crimes and investigation methods.

Competencies

- 7.5.1. Describe the types of financial crimes.
- 7.5.2. Identify common frauds and their targeted populations (e.g., counterfeiting, identify theft, scams, e-mail and telephone fraud).
- 7.5.3. Investigate money laundering operations and the types of crimes it is used to cover up.
- 7.5.4. Interpret financial records using forensic accounting investigative techniques to determine if a crime has occurred.
- 7.5.5. Explain the use of financial forfeitures in criminal cases.
- 7.5.6. Use financial records in criminal proceedings.

TPO/Outcome 7.6. Forensic Science

Describe the history and role of the crime laboratory in analyzing forensic evidence and the conclusions that can be drawn through evidence analysis.

Terminal Performance Objective: Given a teacher generated rubric and classroom instruction, the student will describe the history and roles of crime laboratories at a 70%r pass rate.

Competencies

- 7.6.1. Describe the role of forensic science in solving crimes and providing evidence in criminal cases.
- 7.6.2. Describe the historical development of forensic techniques in use (e.g., fingerprint analysis, deoxyribonucleic acid [DNA] analysis).
- 7.6.3. Interpret and summarize statistics and probability evidence.
- 7.6.4. Identify the possible range of forensic science evidence and data.
- 7.6.5. Draw conclusions from evidence and data.
- 7.6.6. Describe the role of statistical probability in lab results.

TPO/Outcome 7.7. Forensic Science Specialties and Evidence

Describe the scientific specialties used to analyze forensic evidence in criminal investigations.

Terminal Performance Objective: Given a teacher generated rubric and classroom instruction, the student will describe scientific specialties in criminal investigation at a 70%r pass rate.

Competencies

- 7.7.1. Describe forensic anthropology, ballistics, entomology, odontology, pathology, chemistry and engineering and the types of evidence each specialty analyzes.
- 7.7.2. Describe facsimile, plant, tool mark, impression and digital evidence analyzed in forensic investigations.
- 7.7.3. Describe the use of deoxyribonucleic acid (DNA) evidence and its analysis in criminal

investigations.

- 7.7.4. Identify and analyze trace evidence used in criminal investigations.
- 7.7.5. Identify evidence that should be submitted for lab analysis and the types of analyses that can be performed.
- 7.7.6. Describe the collection, evaluation and legal admissibility of forensic evidence.

Curriculum Mapping
Junior Level

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	1.1.0 – 1.4.8 Employability	Criminal Justice	170911
2	8.1.1 – 8.1.3 Evolution Of Criminal J		
3	8.1.4 - 8.1.5 Foundations		
4	8.7.1 – 8.7.3 Behavior Science		
5	8.7.4 – 8.7.9		
6	1.5.1 – 1.5.8 Global Environment		
7	8.9.1 – 8.9.3 Criminal Law		
8	8.9.4 – 8.9.7		
9	8.9.8 – 8.9.11		
10	8.9.12 – 8.9.14		
11	1.9.1 – 1.9.10 - Financial		
12	8.10.1 – 8.10.4 Court System		
13	8.10.5 – 8.10.8		
14	8.10.9 – 8.10.13		
15	8.11.1 – 8.11.4 Sentencing		
16	8.11.5 – 8.11.8		
17	8.11.9 – 8.11.10		
18	Review		
	Semester Exams		

Senior Level Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	7.1.1 – 7.1.2 Investigative Process	Criminal Investigation	170914
2	7.1.3		
3	7.1.3		
4	7.1.4 – 7.1.5		
5	7.1.6 – 7.1.7		
6	7.1.8 – 7.1.9		
7	7.2.1 – 7.2.3 Interviews & Interrogations		
8	7.2.4 – 7.2.6		
9	7.3.1 – 7.3.3 Drugs and Toxicology		
10	7.3.4 – 7.3.6		
11	7.4.1 Blood and Fingerprints		
12	7.4.2 – 7.4.3		
13	7.4.4		
14	7.4.5		
15	7.4.6		
16	7.4.7		
17	7.4.8		
18	Review		
	Semester Exams		
19	7.5.1 Financial Crimes		
20	7.5.2		
21	7.5.3		
22	7.5.4		
23	7.5.5		
24	7.5.6		
25	7.6.1 Forensic Science		
26	7.6.2		
27	7.6.3		
28	7.6.4 – 7.6.5		
29	7.6.6		
30	7.7.1 Specialties and Evidence		
31	7.7.2		
32	7.7.3		
33	7.7.4		
34	7.7.5		
35	7.7.6		
36	Review		
	Final Exams		

Curriculum Mapping
Junior Level

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	8.4.1 - Describe the types of patrol and their functions 8.4.3 - Maintain situational awareness to identify unusual conditions	Police Work & Practice in Public Safety	170913
2	8.4.4 - Interact with citizens or subjects to acquire information 8.4.5 - Respond to requests for service based on the type of call		
3	8.3.8 - Conduct vehicle stops for traffic violations 8.3.3 - Complete a uniform traffic citation		
4	8.4.2 - Follow law and department protocol for using communication equipment 8.2.8 - pat down subjects/Gender specific procedures		
5	8.2.5 - Apprehend subjects in a safe manner 8.3.5 - Traffic offenses/field sobriety tests		
6	8.4.10 - Procedures for security and safety with prisoners 8.3.10 - Control techniques for different speeds and tactics		
7	8.3.6 - Respond and document a motor vehicle crash 8.3.1 - Describe laws that address emergency vehicle operation		
8	8.3.2 - Pre patrol examination of vehicle and equipment 8.2.9 - Restrain hands and arms of subjects		
9	8.3.7 - Investigate a vehicle crash Mapping and forms		
10	8.3.4 - Control traffic using cruiser, cones, flares and flashlight 8.3.9 - Initiate and terminate pursuits		

11	8.2.1 - Use of force continuum 8.2.3 - Less than lethal weapons 8.2.4 - Control subjects with less than lethal weapons		
12	8.2.15 - Legal liabilities/Medical assistance after the use of force 8.2.12 - Guidelines from Government related to the use of deadly force		
13	8.2.10 - Firearms encountered in law enforcement 8.2.11 - Handle simulated firearms		
14	8.6.1 - Education initiatives to prevent crime and reduce family violence 8.6.2 - Conduct a risk assessment/Security survey		
15	8.2.13 – Describe the psychological impact of using deadly force and the symptoms of that impact		
16	8.2.14 – Describe the roles law enforcement officers play in critical incident stress debriefing		
17	8.8.13 – Use law enforcement, fire and emergency medical service terminology. 8.8.14 - Use geographical information system GPS technology in emergency response operations.		
18	Review		
	Semester Exams		
19	8.2.2 – Apply techniques for unarmed self- defense. 8.2.6 – Identify verbal and non- verbal signs of aggression and de-escalate the situation		
20	8.2.7 – Control subjects employing basic hand grasp strategies, blocks and releases		
21	8.4.6 – Identify and interpret gang identifiers 8.4.8 – Manage people in crisis		

22	<p>8.4.9 – Control crowds using environmental factors, tools and techniques to maintain order.</p> <p>8.6.2 – Conduct a risk assessment/security survey to identify potential vulnerabilities</p>		
23	<p>8.5.1 – Summarize the types of surveillance tools available to law enforcement, security and public safety personnel.</p> <p>8.5.2 – Identify the legal issues involved in conducting surveillance of individuals and suspects.</p>		
24	<p>8.6.3 – Educate the community on using environmental design systems.</p> <p>8.6.4 – Recommend surveillance and detection systems based on benefits and advantages of each</p>		
25	<p>8.8.1 – Interact with first responders and personnel in the field and assist in maintaining safety.</p> <p>8.8.2 – Communicate with the media and public.</p>		
26	<p>8.8.3 – Identify and describe legal and liability issues related to the emergency service tele-communicator.</p> <p>8.8.4 – Describe the purpose of continuity of operations and disaster planning for 911 telecommunication centers</p>		
27	<p>8.8.5 – Manage and prioritize calls for service and recognize calls that require a supervisor.</p> <p>8.8.6 – Communicate concisely with callers based on the situation and the needs of the caller.</p>		
28	<p>8.8.7 – Manage and identify callers and provide special assistance as needed to callers.</p> <p>8.8.8 – Provide timely and accurate direction to individuals when their lives are in immediate danger.</p>		
29	<p>8.5.3 – Conduct surveillance of a subject or area to deter or detect crime.</p>		

30	8.5.5 – Analyze the legal issues in using surveillance techniques and tools. 8.5.4 – Document a surveillance operation for use as evidence.		
31	8.5.6 – Describe modern and evolving technology used by law enforcement to prevent and investigate crime.		
32	8.8.9 - Differentiate between call transfer and call referral. 8.8 10 – Document calls for service		
33	8.8.11 – Use radio dispatching techniques and procedures to process a request for emergency services.		
34	8.8.12 – Use call processing guidelines for law enforcement, fire and emergency medical service when dispatching.		
35	Review		
36	Review		
	Final Exams		

Senior Level Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	6.1.1 – Analyze the types, modes of operation and tactics of terrorist organizations, both foreign and domestic. 6.1.2 – Summarize the roles, duties and strengths of local, state and federal agencies involved in homeland security.	Homeland Security	170916
2	6.1.3 – Describe the chain of command and hierarchy among all homeland security agencies. 6.1.4 – Critique communication issues, procedures and interoperability among all homeland security agencies.		
3	6.1.5 – Compare and contrast responding to a terrorism created crime scene and a non-terrorism related crime scene. 6.1.6 – Describe the purpose on interagency and intergovernmental collaboration in responding to emergency incidents.		
4	6.1.7 – Describe the purpose for non-governmental organizations in responding to emergency incidents. 6.1.8 – Identify and describe the role of the emergency management agency director in developing a community response plan and coordinating a response to a disaster.		
5	6.1.9 – Summarize the procedures necessary for a local entity or state to obtain federal assistance in disaster situation. 6.1.10 – Compare and contrast the roles of the National Guard and military in responding to disasters.		
6	6.2.1 – Identify major points of vulnerability in the nation’s transportation, agriculture, food, water, energy and communications infrastructure and borders. 6.2.2 – Identify techniques to protect and secure infrastructure and borders.		

7	<p>6.2.3 – Describe the National Infrastructure Protection Plan and the role of the emergency responder.</p> <p>6.2.4 – Describe local, state, and federal agencies that protect the nation’s infrastructure and borders.</p>		
8	<p>6.2.5 – Implement an emergency operations plan in response to an attack on infrastructure or borders.</p> <p>6.3.1 – Apply legal issues related to intelligence gathering activities to prevent domestic and international terrorism.</p>		
9	<p>6.3.2 – describe the local, state and federal agencies involved in intelligence gathering.</p> <p>6.3.3 – Identify and describe barriers to the gathering and sharing of intelligence by agencies and the role of the Director of National Intelligence.</p>		
10	<p>6.3.4 – Describe strategies used to gather and evaluate domestic and international intelligence information.</p> <p>6.3.5 – Use intelligence to develop a threat and vulnerability assessment against a target.</p>		
11	<p>6.4.1 – Identify possible targets and outcomes of CBRNE attacks and procedures to prevent and mitigate the threat.</p> <p>6.4.2 – Summarize the types of thermal, radiological, asphyxiation, chemical, etiological, mechanical agents, behaviors, hazards and harm.</p>		
12	<p>6.4.3 – Implement self- protective measures based on type of incident</p> <p>6.4.4 – Cite evidence and evaluate warning signs of CBRNE incidents.</p>		
13	<p>6.4.5 – Classify material and summarize response measures that should be taken.</p> <p>6.4.6 – Draw conclusions based on hazard identity and physical environment to develop a scene control plan.</p>		

14	<p>6.4.7 – Use detection equipment to identify CBRNE agent exposure and formulate first aid, triage and fatality management procedures.</p> <p>6.4.8 – Recognize the signs and symptoms of CBRNE agent exposure and formulate first aid, triage and fatality management procedures.</p> <p>6.4.9 – Control and contain CBRNE agents and decontaminate self, victims, site, equipment and mass casualties based on a chemical, biological or radiological agent</p>		
15	<p>6.4.10 – Describe the unique crime scene and evidence preservation issues associated with a CBRNE incident.</p> <p>6.4.11 – Plan the transition from the response phase to the recovery phase in a CBRNE incident.</p>		
16	<p>6.5.1 – Describe an EOP and its purpose at the local, state and federal level.</p> <p>6.5.2 – Identify public service systems and officials involved in planning.</p> <p>6.5.3 Identify and describe the four steps in emergency planning.</p> <p>Identify and analyze hazards using the four 6.5.4 - step hazard analysis method.</p>		
17	<p>6.5.5 – List and describe the basic components of an EOP.</p> <p>6.5.6 – Describe the different functional annexes and hazard specific appendices.</p> <p>6.5.7 – Activate the incident command system and implement an emergency response following an EOP.</p>		
18	Review		
Semester Exams			

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and evaluation
- Notebooks
- Class discussions
- Skill testing
- Project development
- Daily grades
- Lab performance
- Work-based learning experiences

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

GRADING SCALE:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

**Homeland Security
SYLLABUS**

Teacher: Steve Babich (voicemail) 419-473-8371
Room Location: CTC 123 (E-mail) sbabich@wls4kids.org
Course Length: 1 block Both Semesters Fees: \$65.00 lab fee
\$15.50 Career Technical Student Organization

Course Description: In Homeland Security students will learn the techniques to secure and protect America's people and infrastructure from natural and man-made disasters. Students will analyze a range of national security issues. Students will learn to develop and manage local emergency plans. Students will also learn to manage critical incidents through training in the National Incident Management System and the Incident Command System. The students will also learn the employability, human relations, and communication skills needed to succeed in the workplace.

Textbook(s): Federal Emergency Management Agency

REFERENCES: IS 700 NIMS
ICS 100

Materials Needed:

- Black Plain toe uniform shoes

Grading Policy: Students assessment will be based on 5 categories: written and demonstration unit tests, topic quizzes, assignments (including homework, class work, class activities, projects and group assignments), completion of notebook, and employability. Points will be given to each, depending upon the importance of the assessment criteria. Grades will be determined by adding the total points of the 5 categories. The total points received will be divided by the total possible to determine the percentage (see grading scale below).

GRADING SCALE:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

All competencies will be graded in accordance with the Whitmer Grading scale.

68% is required for passage of the course.
85% is required for competency to be included on the career passport.
85% is required for articulation agreements and Tech-Prep scholarship.

Homework Policy: Students will have one standard assignment weekly, *Vocabulary*. Additional assignments will be posted during the year.

Late Work/Absent Work Policy: Late assignments turned in within 5 school days of the due date will receive $\frac{1}{2}$ credits. Assignments turned in over 5 school days late will only receive credit for a notebook grade. Late work due to absences will follow school policy.

MAJOR COURSE PROJECTS and ASSIGNMENTS

Individual requirements will be provided with assignment. Assignments/Projects will cover technical, academic, cognitive and personal competencies.

Spelling and Vocabulary Weekly Assignments
Ohio Traffic Code Weekly Assignments
Handcuffing and Search Scenarios
DUI field test
Search and Seizure Scenarios
Interviewing and Interrogation
Traffic Accident Investigation and Documentation
Skills USA Monthly Meetings
Community Service Projects
Financial Literacy

COURSE GOALS:

1. Identify the roles of criminal justice professionals and the principles and mechanics of crime prevention.
2. Demonstrate paramilitary discipline and professionalism
3. Identify the structure of the American Criminal Justice System
4. Research, comprehend and apply the Traffic Laws of the Ohio Revised Code, the Rules of Evidence, Search, and Seizure and Arrest laws
5. Demonstrate knowledge of and apply the procedures to be followed for interviews, interrogations, and confessions.
6. Conduct and document a traffic incident investigation including DUI testing
7. Process a traffic accident crime scene to include gathering, recording and analyzing evidence
8. Demonstrate proper employability skills, including safety skills
9. Participate in Skills USA activities
10. Participate in Community Service Activities

Police Work and Practice in Public safety
SYLLABUS

Teacher: Steve Babich (voicemail) 419-473-8371
Room Location: CTC 123 (E-mail) sbabich@wls4kids.org
Course Length: 1 block Both Semesters Fees: \$120.00 lab fee
\$15.50 Career Technical Student Organization

Course Description: In this course, students will learn the skills necessary to prevent, detect and react to crime. Students will learn self-defense and subject control techniques, methods to conduct patrols, surveillance and traffic procedures. Students will understand the ethical and legal responsibilities of police officers on patrol. Additionally, students will learn the operations of police and emergency telecommunication systems. The students will also learn the employability, human relations, and communication skills needed to succeed in the workplace.

Textbook(s): This course will use training and classroom material from The Ohio Peace Officer Training Academy and material from the Ohio State Highway Patrol.

REFERENCES: Ohio Criminal Law and Motor Vehicle Handbook
Ohio Peace Officer Training Council Lesson Plans
Money Skills

Materials Needed:

- Black Plain toe uniform shoes

Grading Policy: Students assessment will be based on 5 categories: written and demonstration unit tests, topic quizzes, assignments (including homework, class work, class activities, projects and group assignments), completion of notebook, and employability. Points will be given to each, depending upon the importance of the assessment criteria. Grades will be determined by adding the total points of the 5 categories. The total points received will be divided by the total possible to determine the percentage (see grading scale below).

GRADING SCALE:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

All competencies will be graded in accordance with the Whitmer Grading scale.

68% is required for passage of the course.
85% is required for competency to be included on the career passport.
85% is required for articulation agreements and Tech-Prep scholarship.

Homework Policy: Students will have one standard assignment weekly, *Vocabulary*. Additional assignments will be posted during the year.

Late Work/Absent Work Policy: Late assignments turned in within 5 school days of the due date will receive $\frac{1}{2}$ credits. Assignments turned in over 5 school days late will only receive credit for a notebook grade. Late work due to absences will follow school policy.

MAJOR COURSE PROJECTS and ASSIGNMENTS

Individual requirements will be provided with assignment. Assignments/Projects will cover technical, academic, cognitive and personal competencies.

Spelling and Vocabulary Weekly Assignments
Ohio Traffic Code Weekly Assignments
Handcuffing and Search Scenarios
DUI field test
Search and Seizure Scenarios
Interviewing and Interrogation
Traffic Accident Investigation and Documentation
Skills USA Monthly Meetings
Community Service Projects
Financial Literacy

COURSE GOALS:

1. Identify the roles of criminal justice professionals and the principles and mechanics of crime prevention.
2. Demonstrate paramilitary discipline and professionalism
3. Identify the structure of the American Criminal Justice System
4. Research, comprehend and apply the Traffic Laws of the Ohio Revised Code, the Rules of Evidence, Search, and Seizure and Arrest laws
5. Demonstrate knowledge of and apply the procedures to be followed for interviews, interrogations, and confessions.
6. Conduct and document a traffic incident investigation including DUI testing
7. Process a traffic accident crime scene to include gathering, recording and analyzing evidence
8. Demonstrate proper employability skills, including safety skills
9. Participate in Skills USA activities
10. Participate in Community Service Activities

Criminal Investigation SYLLABUS

Teacher: Don Palmer (voicemail) 419-473-8372
Room Location: CTC 126 (E-mail) dpalmer@wls4kids.org
Course Length: 1 Block both Semesters **Fees:** \$80.00 lab fee
\$15.50 Career Technical Student Organization

Course Description: In Criminal Investigations, the students will be exposed to the advanced skills needed to succeed in the criminal justice field. Topics include the criminal justice system, criminal investigation, forensic science and technology, fitness, firearms and use of force, ethics, terrorism, cultural diversity and computer crime. The students will also learn the employability, human relations, and communication skills needed to succeed in the workplace.

COURSE TEXT: Criminal Investigation, The Art and the Science
Lyman, Michael D. Pearson Prentice-Hall

REFERENCES: Ohio Criminal Law Handbook
Crime Scene Investigation and Reconstruction
Report Writing for Criminal Justice Professionals
Ohio Peace Officer Training Council Lesson Plans
FBI Training Handbook
Verbal Judo
Money Skills

Materials Needed:
➤ Supplies from Criminal Justice

Assessment Plan and Evaluation Criteria

Student assessment will be based on Total Points. Points will be given to each, depending upon the importance of the assessment criteria. Grades will be determined by adding the total points for the categories each quarter. The total points received will be divided by the total possible for each item to determine a percentage (see grading scale below). The Semester 1 grade will be weighted at 42.5% for Q1, 42.5% for Q2 and 15% for the exam. The same process will occur for Semester 2 (Q3 and Q4 with an exam)

Grading Scale

<u>%</u>	<u>Letter</u>
<u>Grade</u>	<u>Grade</u>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Example Assessments

- 1. Written Evaluations:** Written tests for each chapter/unit, and quizzes for various topics, may contain essay, multiple choice, short answer, fill in the blank and/or matching questions. Points will be given for correct responses.
- 2. Demonstration/Manipulative Tests:** Each learned activity will be graded by assigning points for proper performance of the various steps. Some verbal questions may be asked.
- 3. Notebooks:** Notebooks are a record of the class and can serve as a resource for the student later in his/her career. They will be reviewed periodically (at least quarterly) and will be graded on a point basis determined by:
 - Notes will be taken in the provided bound **notebook or on power points.**
 - Topic will be listed at the top of the page
 - Notes will be **dated** at the top of each page - Month/Day/Year
 - Neatness and Order will be evaluated
- 4. Assignments/Homework:** Each assignment will be graded on a point basis depending upon the assignment. The criteria to be used will be neatness, completeness, grammar/spelling, content, following directions, and other miscellaneous criteria depending on the assignment.
- 5. Projects:** Special assignments will be given for various units. These may be individual or group projects. Specific criteria will be given for each project. In addition, an evaluation of neatness, completeness, grammar/spelling, content, and following directions will be made.
- 6. Employability Skills:** Employability skills will be graded on a daily basis by providing 10 points for the day. However, if the Instructor deems a particular problem to be severe or repetitive, the student could receive as low as a zero for the day. ****An excused absence will result in 5 points for the day. An unexcused absence will result in 0 points for the day.**

The daily criteria will be:

- a. Punctuality
- b. Attitude
- c. Preparation
- d. Respect
- e. Personnel Duties/Supervisor Duties
- f. Time Utilization
- g. Participation
- h. Demeanor/Presentation
- i. Adaptability/Flexibility
- j. Self-Direction

7. **Bonus Points:** Opportunities for Bonus Points will be given throughout the Semester.

MAJOR COURSE PROJECTS and ASSIGNMENTS

Individual requirements will be provided with assignment. Assignments/Projects will cover technical, academic, cognitive and personal competencies.

Spelling and Vocabulary Weekly Assignments
Firearms Demonstration Application
Handcuffing and Search Scenarios
Building Searches
Search and Seizure Scenarios
Interviewing and Interrogation
Crime Scene Investigation and Documentation
Skills USA Monthly Meetings
Community Service Projects

Criminal Justice SYLLABUS

Teacher: Don Palmer (voicemail) 419-473-8372
Room Location: CTC 126 (E-mail) dpalmer@wls4kids.org
Course Length: 1 block 1 Semester Fees: \$45.00 lab fee

Course Description: In Criminal Justice, the students will be exposed to the skills needed to succeed in the criminal justice field. Topics include the criminal justice system, stress/physical fitness/nutrition, communications, ethics, public safety, equipment training, enforcement/patrol techniques, schematics, maps, geographical information system, hazmat training, incident command, traffic enforcement and terrorist assessment training. The students will also learn the employability, human relations, and communication skills needed to succeed in the workplace.

Textbook(s): Criminal Justice Today, an Introduction Text for the 21st Century
Schmallegger, Frank Pearson Prentice-Hall

REFERENCES: Ohio Criminal Law and Motor Vehicle Handbook
Ohio Peace Officer Training Council Lesson Plans
Money Skills

Materials Needed:

- Black Plain toe uniform shoes

Assessment Plan and Evaluation Criteria

Student assessment will be based on Total Points. Points will be given to each, depending upon the importance of the assessment criteria. Grades will be determined by adding the total points for the categories each quarter. The total points received will be divided by the total possible for each item to determine a percentage (see grading scale below). The Semester 1 grade will be weighted at 42.5% for Q1, 42.5% for Q2 and 15% for the exam. The same process will occur for Semester 2 (Q3 and Q4 with an exam)

Grading Scale

<u>%</u>	<u>Letter</u>
<u>Grade</u>	<u>Grade</u>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Example Assessments

1. Written Evaluations: Written tests for each chapter/unit, and quizzes for various topics, may contain essay, multiple choice, short answer, fill in the blank and/or matching questions. Points will be given for correct responses.

2. Demonstration/Manipulative Tests: Each learned activity will be graded by assigning points for proper performance of the various steps. Some verbal questions may be asked.

3. Notebooks: Notebooks are a record of the class and can serve as a resource for the student later in his/her career. They will be reviewed periodically (at least quarterly) and will be graded on a point basis determined by:

- Notes will be taken in the provided bound **notebook or on power points**.
- Topic will be listed at the top of the page
- Notes will be **dated** at the top of each page - Month/Day/Year

4. Assignments/Homework: Each assignment will be graded on a point basis depending upon the assignment. The criteria to be used will be neatness, completeness, grammar/spelling, content, following directions, and other miscellaneous criteria depending on the assignment.

5. Projects: Special assignments will be given for various units. These may be individual or group projects. Specific criteria will be given for each project. In addition, an evaluation of neatness, completeness, grammar/spelling, content, and following directions will be made.

6. Employability Skills: Employability skills will be graded on a daily basis by providing 10 points for the day. However, if the Instructor deems a particular problem to be severe or repetitive, the student could receive as low as a zero for the day. **An excused absence will result in 5 points for the day. An unexcused absence will result in 0 points for the day.

The daily criteria will be:

- a. Punctuality
- b. Attitude
- c. Preparation
- d. Respect
- e. Personnel Duties/Supervisor Duties
- f. Time Utilization
- g. Participation
- h. Demeanor/Presentation
- i. Adaptability/Flexibility
- j. Self-Direction

7. **Bonus Points:** Opportunities for Bonus Points will be given throughout the Semester.

MAJOR COURSE PROJECTS and ASSIGNMENTS

Individual requirements will be provided with assignment. Assignments/Projects will cover technical, academic, cognitive and personal competencies.

Spelling and Vocabulary Weekly Assignments
Handcuffing and Search Scenarios
Search and Seizure Scenarios
Interviewing and Interrogation
Skills USA Monthly Meetings
Community Service Projects
Financial Literacy

COURSE GOALS:

1. Identify the roles of criminal justice professionals and the principles and mechanics of crime prevention.
2. Demonstrate paramilitary discipline and professionalism
3. Identify the structure of the American Criminal Justice System
4. Research, comprehend and apply the Traffic Laws of the Ohio Revised Code, the Rules of Evidence, Search, and Seizure and Arrest laws
5. Demonstrate knowledge of and apply the procedures to be followed for interviews, interrogations, and confessions.
6. Process a traffic accident crime scene to include gathering, recording and analyzing evidence
7. Demonstrate proper employability skills, including safety skills
8. Participate in Skills USA activities
9. Participate in Community Service Activities

**Culinary Arts
Taxonomy # L0**

Courses in Culinary Arts

Junior & Senior Program

Developed by:

Michael DuShane

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

September, 2015

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Culinary Arts Advisory Committee of Washington Local School District has reviewed the Culinary Arts Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Culinary Arts, and

WHEREAS, the Culinary Arts Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Culinary Arts Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquires regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Exploring Careers in Education Course of Study be approved and adopted.

Michael DuShane

Teacher Name

WILTMER CTC

Business

4-27-16

Date



PAUL MATHEWS

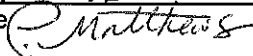
Person Name

CIAO BELLA

Business

4-26-16

Date



STEPHEN ZAMPARDO

Person Name

[Signature]

Business

4-26-16

Date

ROBERT CAMPBELL

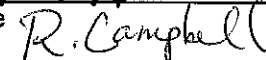
Person Name

REVOLUTION GRILL

Business

4-26-16

Date



Teacher Name

Business

Date

MICHAEL ROSENDAUL

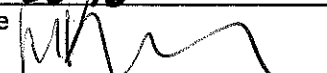
Person Name

MANCY'S

Business

4-26-16

Date



GRETCHEN FAYELWEATHER

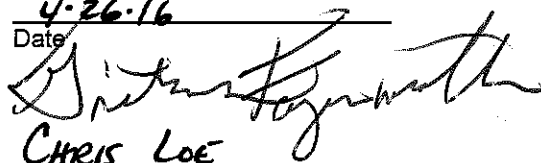
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Business

4-26-16

Date



CHRIS LOE

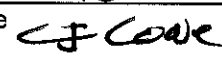
Person Name

LOURDES UNIVERSITY

Business

4-26-16

Date



Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Culinary Arts Description

Program Philosophy and Goals

The provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Culinary Arts at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing post-secondary education upon graduation. The program curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Career Paths for the Teaching Professions. This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Teaching Professions document by a panel of representatives from secondary, post-secondary, and business leaders.

Students will earn five credits for their combination of classroom instruction and extensive work-based learning experiences. Based upon their interest, students are placed in at least four various classrooms during their senior year. They will have approximately four hundred fifty hours of contact time at the end of the program.

Upon completion of this program, students will have a more defined idea of future choices at the college level. They are also encouraged to present their portfolio to their college advisor early in their program.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math
General Physical Science	Biology 1	Science Elective	Contemporary Cuisine 330105
American Experience	Global Issues	American Government	Catering and Banquet Service Operations 330025
Health/PE	PE	Dining Room Service and Operations 330110	Elective
		Fundamentals of Food Production 330100	Elective
		Elective	Elective
		Elective	Elective

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional

philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Time is allotted each week for the ECE tech prep coordinator to network with the current placement mentor teachers to coordinate visitation schedules, intern students' activities and/or Praxis III applications in their weekly lesson plans

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the educational institution as a whole. Internships/ mentoring assignments/ job shadowing are all examples of work-based opportunities.

Articulation agreements (CC+ and CTAGS) have been developed between Eastern Michigan University and Owens's Community College. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Culinary Arts program. Kitchen equipment and facilities are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in Culinary Arts are also members of ProStart and FCCLA. Participation in ProStart & FCCLA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase.

Population Served

The Culinary Arts program is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
Prep cook	Sous chef	Restaurant manager
Line cook	Assistant manager	Hotel manager
Host/Hostess	Pastry chef	Chef
Server		

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

Section 7: Scope and Sequence

Curriculum Course Content

Insert the courses and course descriptions you have selected here:

Hospitality Fundamentals

Subject Code: 330000

This first course in the career field will introduce students to culinary arts, foodservice operations, lodging, travel and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. They will also apply safety and sanitation techniques to prevent and control injuries, illnesses and diseases in the workplace. Business law, employability skills, leadership and communications will be addressed.

Catering and Banquet Service Operations

Subject Code: 330025

Students will design and manage catering and banquet operations. They will recommend types of food functions and food-and-beverage services to clients, create menus for special occasions and events, and determine financial requirements. Students will hire, train, and supervise staff; manage event logistics, operations and service providers; and oversee dining room operations. Customer service; food, equipment and site safety; and high-volume food production will also be addressed.

Fundamentals of Food Production

Subject Code: 330100

Students will prepare food products and beverages according to standardized recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership and communications will also be incorporated.

Restaurant Management

Subject Code: 330120

Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant operations; and plan and design menus. Students will also forecast and schedule food production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics and marketing.

Fundamentals of Food Production 330100

Strand 1. Business Operations/21st Century Skills

Given access to online, classroom, and lab resources, the student will apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field. Students are assessed through quizzes, tests and daily classroom activities.

TPO 1.1. Employability Skills

Utilizing online, classroom, and lab resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by scoring at least 70% on a written test.

TPO 1.2. Leadership and Communications

Given access to online, classroom, and lab resources, the student will Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration. Performance is measured through hands-on experience of running a restaurant and catering company. Students are assessed through quizzes, tests and daily classroom activities.

TPO 1.3. Business Ethics and Law

Utilizing online, classroom, and lab resources, the student will Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance. Students are assessed through quizzes, tests and daily classroom activities.

TPO 2.4 Experience Management

Given access to online, classroom, and lab resources, the student will apply customer behavior concepts to create a brand identity, design and deliver exceptional customer experiences, and build customer loyalty and brand equity. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

TPO 3.4 Lodging Operations

Given access to online, classroom, and lab resources, the student will use principles of lodging to achieve profit objectives and deliver customer experiences consistent with the brand.

TPO 8.1. Lodging Fundamentals

Given access to online, classroom, and lab resources, the student will Analyze the lodging industry to understand its classifications, service levels, divisions and role and responsibilities.

TPO 5.9. Travel and Tourism Operations

Given access to online, classroom, and lab resources, the student will conduct geopolitical, environmental and ethnographic analyses; and apply principles of sales and marketing, event design and customer service to create unique experiences that attract tourists and visitors.

TPO 9.1. Travel and Tourism Fundamentals

Given access to online, classroom, and lab resources, the student will Examine the scope of organizations that make up the travel and tourism industry, their roles, current trends, challenges and strategies.

Dining Room Service and Operations 330110

TPO 1.8. Operations Management: Given access to online, classroom, and lab resources, the student will Plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

TPO 2.3. Brand Positioning: Given access to online, classroom, and lab resources, the student will Determine how the visible and intangible elements of a brand work together to identify and distinguish the brand in the customers' mind.

TPO 2.6. Customer Services: Given access to online, classroom, and lab resources, the student will Apply strategies and techniques to identify and meet guest needs and to establish a sense of connectedness with guests in a hospitality and tourism environment. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

TPO 2.7. People Management: Given access to online, classroom, and lab resources, the student will Apply strategies, policies and procedures to manage new hires, union and non-union employees and volunteers to meet quality standards.

Strand 3. Safety and Sanitation

Given access to online, classroom, and lab resources, the student will apply knowledge of biological, physical and chemical hazards and the concepts of safety and sanitation to protect employees and customers from injuries, illnesses and diseases. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

TPO 3.3. Food Safety and Sanitation: Given access to online, classroom, and lab resources, the student will Demonstrate strategies for preventing and controlling biological, physical and chemical contamination of food products through proper food handling and sanitization procedures. Students have the opportunity to be ServSafe certified by the National Restaurant Association.

TPO 3.4. Equipment Safety and Sanitation: Given access to online, classroom, and lab resources, the student will Demonstrate strategies and techniques for eliminating biological, physical and chemical contamination through proper equipment use, storage and maintenance. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

TPO 3.5. Site Safety and Sanitation: Utilizing online, classroom, and lab resources, the student will Analyze how the physical environment contributes to safety risks, identify strategies used to reduce or eliminate risks, and follow defined safety procedures.

Strand 6. Nutrition Science

Utilizing online, classroom, and lab resources, the student will apply food science and nutrition to manage the health and wellness concerns of customers and to research and develop new food products that meet quality assurance standards.

TPO 6.4. Menu Development: Given access to online, classroom, and lab resources, the student will Apply principles of food science, nutritional analysis and human behavior to plan and design menus.

Strand 7. Foodservice Operations

Utilizing online, classroom, and lab resources, the student will Learners use foodservice management principles to achieve profit objectives and deliver customer experiences consistent with the brand. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

TPO 7.1. Purchasing and Inventory Management: Plan and implement procedures and techniques to maintain food and beverage safety and quality, reduce costs and achieve organizational objectives during inventory acquisition, storage and use.

TPO 7.2. Kitchen Management and Distribution: Given access to online, classroom, and lab resources, the student will Design, implement, and manage distribution processes to achieve quality standards, expedite workflow and sustain customer satisfaction at a reasonable cost, using continuous-improvement techniques.

TPO 7.3. Dining Room Operations: By running a full-service restaurant and catering company, the student will Manage dining room staff, operations and systems to achieve organizational objectives. Students are assessed daily using an employability rubric published by the National Restaurant Association and ProStart.

Strand 8. Lodging Operations

Given access to online, classroom, and lab resources, the student will use principles of lodging to achieve profit objectives and deliver customer experiences consistent with the brand.

TPO 8.6. Property Sales: Given access to online, classroom, and lab resources, the student will Support property sales activities to facilitate achievement of financial and operational goals.

TPO 9.6. Event Design: Given access to online, classroom, and lab resources, the student will Devise and organize a meeting, exposition, event or convention (MEEC) that achieves defined goals.

TPO 9.7. Event Set-up, Execution and Evaluation: Given access to online, classroom, and lab resources, the student will Set up and execute a meeting, event, exposition or convention (MEEC) to meet client expectations, and evaluate event success.

Catering and Banquet Service Operations 330025

Strand 3. Safety and Sanitation

Given access to online, classroom, and lab resources, the student will apply knowledge of biological, physical and chemical hazards and the concepts of safety and sanitation to protect employees and customers from injuries, illnesses and diseases.

TPO 3.2. Personal Safety and Sanitation: Given access to online, classroom, and lab resources, the student will Demonstrate strategies for preventing risks and biological and physical contamination through personal hygiene, proper attire and precautionary medical safeguards.

TPO 4.8. Banquet and High-Volume Cookery: Given access to online, classroom, and lab resources, the student will Prepare food in high volume to service high traffic and special requests.

TPO 9.5. Event Planning: Given access to online, classroom, and lab resources, the student will Analyze risks, identify needs, and develop strategies to achieve meeting, exposition, event or convention (MEEC) goals.

TPO 2.1. Hospitality and Tourism Fundamentals: Given access to online, classroom, and lab resources, the student will Explain the composition and economic significance of the hospitality and tourism industry.

TPO 2.2. Hospitality and Tourism Environment: Given access to online, classroom, and lab resources, the student will Analyze how customer service principles, hospitality services and operational processes work together to create a culture that allows organizations to meet or exceed customer expectations.

Contemporary Cuisine 330105

Strand 4. Culinary Arts

Given access to online, classroom, and lab resources, the student will apply principles of sociology, chemistry, cultural psychology and food science in the preparation, cooking and presentation of food and beverages.

TPO 4.1. Culinary Industry Fundamentals: Given access to online, classroom, and lab resources, the student will Analyze the effects of sociological, cultural, historical and environmental developments on consumer food preferences and the resulting culinary issues and challenges.

TPO 4.2. Sandwiches and Appetizers: Given access to online, classroom, and lab resources, the student will Select ingredients and prepare sandwiches, appetizers and small plates.

TPO 4.3. Ingredient Selection and Preparation: Given access to online, classroom, and lab resources, the student will Follow mise en place principles when organizing food and equipment, determine amounts to use, and prepare ingredients for use in recipes.

TPO 4.5. Meat, Poultry, and Seafood: Given access to online, classroom, and lab resources, the student will Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare meat, poultry and seafood dishes.

TPO 4.7. Beverage Preparation: Given access to online, classroom, and lab resources, the student will Recommend beverage selections, and prepare non-alcoholic specialty drinks.

Strand 6. Nutrition Science

Given access to online, classroom, and lab resources, the student will apply food science and nutrition to manage the health and wellness concerns of customers and to research and develop new food products that meet quality assurance standards.

- TPO 6.1. Food Science:** Given access to online, classroom, and lab resources, the student will Apply principles of biology, chemistry and physics to determine the nutritional values and health impacts of food products.
- TPO 6.3. Research for Recipe Development:** Given access to online, classroom, and lab resources, the student will Apply principles of food composition and chemistry, nutrition science and innovation processes to research and develop marketable new recipes.
- TPO 6.4. Menu Development:** Given access to online, classroom, and lab resources, the student will Apply principles of food science, nutritional analysis and human behavior to plan and design menus.
- Strand 7. Foodservice Operations:**
Given access to online, classroom, and lab resources, the student will use foodservice management principles to achieve profit objectives and deliver customer experiences consistent with the brand.
- TPO 7.1. Purchasing and Inventory Management:** Given access to online, classroom, and lab resources, the student will Plan and implement procedures and techniques to maintain food and beverage safety and quality, reduce costs and achieve organizational objectives during inventory acquisition, storage and use.
- TPO 3.1. Pathogens, Illnesses and Diseases:** Given access to online, classroom, and lab resources, the student will Identify pathogens that could render food unsafe for consumption without appropriate precautions and controls.
- TPO 4.4. Food Staples and Sides Preparation:** Given access to online, classroom, and lab resources, the student will Apply cooking principles and methods, cultural and ethnic knowledge and nutrition-management strategies to prepare and pair staples and sides.
- TPO 4.6. Food Presentation:** Given access to online, classroom, and lab resources, the student will Apply plating and presentation principles to deliver attractive and balanced menu items.
- TPO 5.1. Baking and Pastry Science:** Given access to online, classroom, and lab resources, the student will Analyze the scientific principles that determine baking techniques required to achieve a desired TPO.
- TPO 5.2. Baking and Pastry Techniques:** Given access to online, classroom, and lab resources, the student will Select tools and apply procedures and techniques to bake a variety of desserts and baked goods.

- TPO 5.3. Breads:** Given access to online, classroom, and lab resources, the student will Apply baking production techniques to prepare a variety of breads.
- TPO 5.4. Specialized Decorating and Presentation:** Given access to online, classroom, and lab resources, the student will Apply specialized decorating techniques to service special events and requests.
- TPO 6.1. Food Science:** Given access to online, classroom, and lab resources, the student will Apply principles of biology, chemistry and physics to determine the nutritional values and health impacts of food products.
- TPO 6.3. Research for Recipe Development:** Given access to online, classroom, and lab resources, the student will Apply principles of food composition and chemistry, nutrition science and innovation processes to research and develop marketable new recipes.

**Curriculum Mapping
Junior Level**

Week	Technical Content (# and/or TPO)	Course Name	Course #
1	TPO 9.7. Event Set-up, Execution and Evaluation	Catering and Banquet Service Operations 330025	
2	Strand 1. Business Operations/21st Century Skills	Dining Room Service and Operations 330110	
3	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
4	TPO 2.4 Experience Management	Fundamentals of Food Production 330100	
5	TPO 2.4 Experience Management	Fundamentals of Food Production 330100	
6	TPO 2.6. Customer Services	Contemporary Cuisine 330105	
7	TPO 2.6. Customer Services	Contemporary Cuisine 330105	
8	TPO 7.3. Dining Room Operations	Dining Room Service and Operations 330110	
9	Strand 3. Safety and Sanitation	Fundamentals of Food Production 330100	
10	TPO 3.4. Equipment Safety and Sanitation	Fundamentals of Food Production 330100	
11	TPO 4.8. Banquet and High-Volume Cookery	Catering and Banquet Service Operations 330025	
12	TPO 4.8. Banquet and High-Volume Cookery	Catering and Banquet Service Operations 330025	
13	TPO 4.8. Banquet and High-Volume Cookery	Catering and Banquet Service Operations 330025	
14	TPO 4.8. Banquet and High-Volume Cookery	Catering and Banquet Service Operations 330025	
15	TPO 6.3. Research for Recipe Development	Catering and Banquet Service Operations 330025	
16	TPO 6.3. Research for Recipe Development	Catering and Banquet Service Operations 330025	

17	TPO 4.4. Food Staples and Sides Preparation	Contemporary Cuisine 330105	
18	TPO 4.4. Food Staples and Sides Preparation	Contemporary Cuisine 330105	
	Semester Exams		
19	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
20	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
21	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
22	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
23	TPO 2.3.Brand Positioning	Dining Room Service and Operations 330110	
24	TPO 2.3.Brand Positioning	Dining Room Service and Operations 330110	
25	TPO 2.3.Brand Positioning	Dining Room Service and Operations 330110	
26	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
27	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
28	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
29	TPO 4.3. Ingredient Selection and Preparation	Contemporary Cuisine 330105	
30	TPO 4.3. Ingredient Selection and Preparation	Contemporary Cuisine 330105	
31	TPO 4.3. Ingredient Selection and Preparation	Contemporary Cuisine 330105	
32	TPO 7.1.Purchasing and Inventory Management	Dining Room Service and Operations 330110	
33	TPO 7.1.Purchasing and Inventory Management	Dining Room Service and Operations 330110	
34	TPO 7.1.Purchasing and Inventory Management	Dining Room Service and Operations 330110	
35	TPO 7.1.Purchasing and Inventory Management	Dining Room Service and Operations 330110	
	Final Exams		

**Curriculum Mapping
Senior Level**

Week	Technical Content (# and/or TPO)	Course Name	Course #
1	TPO 7.1.Purchasing and Inventory Management	Dining Room Service and Operations 330110	
2	TPO 7.1.Purchasing and Inventory Management	Dining Room Service and Operations 330110	
3	TPO 6.4. Menu Development	Contemporary Cuisine 330105	
4	TPO 6.4. Menu Development	Contemporary Cuisine 330105	
5	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
6	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
7	Strand 8. Lodging Operations	Dining Room Service and Operations 330110	
8	Strand 8. Lodging Operations	Dining Room Service and Operations 330110	
9	Strand 8. Lodging Operations	Dining Room Service and Operations 330110	
10	TPO 3.1. Pathogens, Illnesses and Diseases	Fundamentals of Food Production 330100	
11	TPO 3.1. Pathogens, Illnesses and Diseases	Fundamentals of Food Production 330100	
12	TPO 3.1. Pathogens, Illnesses and Diseases	Fundamentals of Food Production 330100	
13	TPO 3.1. Pathogens, Illnesses and Diseases	Fundamentals of Food Production 330100	
14	TPO 4.5. Meat, Poultry, and Seafood	Contemporary Cuisine 330105	
15	TPO 4.5. Meat, Poultry, and Seafood	Contemporary Cuisine 330105	
16	TPO 4.5. Meat, Poultry, and Seafood	Contemporary Cuisine 330105	
17	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
18	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
	Semester Exams		
19	TPO 7.1. Purchasing and Inventory Management	Catering and Banquet Service Operations 330025	

20	TPO 7.1. Purchasing and Inventory Management	Catering and Banquet Service Operations 330025	
21	TPO 7.1. Purchasing and Inventory Management	Catering and Banquet Service Operations 330025	
22	TPO 1.1. Employability Skills	Fundamentals of Food Production 330100	
23			
24	TPO 5.2. Baking and Pastry Techniques	Contemporary Cuisine 330105	
25	TPO 5.2. Baking and Pastry Techniques	Contemporary Cuisine 330105	
26	TPO 5.2. Baking and Pastry Techniques	Contemporary Cuisine 330105	
27	TPO 3.4. Equipment Safety and Sanitation	Fundamentals of Food Production 330100	
28	TPO 3.4. Equipment Safety and Sanitation	Fundamentals of Food Production 330100	
29	TPO 3.4. Equipment Safety and Sanitation	Fundamentals of Food Production 330100	
30	TPO 3.4. Equipment Safety and Sanitation	Fundamentals of Food Production 330100	
31	TPO 5.3. Breads	Contemporary Cuisine 330105	
32	TPO 5.3. Breads	Contemporary Cuisine 330105	
33	TPO 5.3. Breads	Contemporary Cuisine 330105	
34	TPO 5.3. Breads	Contemporary Cuisine 330105	
	Final Exams		

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and evaluation
- Notebooks
- Portfolio
- Class discussions
- Skill testing
- Project development
- Daily grades
- Lab performance
- Work-based learning experiences
- Industry certifications that students can achieve (ServSafe Certificate and ProStart Certificate of Achievement)

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

% Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

Statement of expectation of participation (at what level) in CTSO.

ProStart® students spend two years in the classroom mastering the fundamental management and culinary skills needed for success. ProStart trains students on industry-specific skills that can be used in all aspects of the restaurant and foodservice industry.

Students also leave the program with employability skills – like leadership, accountability, teamwork and responsibility – that they can take with them to positions in all industries.

Fundamental Restaurant Skills

Students receive training in the following areas:

- Management Essentials
- Kitchen Essentials
- Customer Service
- Safety & Sanitation
- Communication
- Marketing
- Nutrition
- Purchasing, inventory and cost control
- Culinary Ar

Syllabus

Whitmer High School Career & Technology Tech Center

CULINARY ARTS 1 COURSE SYLLABUS

2015-2016

Instructor name:
Michael DuShane mdushane@wls4kids.org

Conference Period:
4th Block 1:05-2:25

Classroom: CTC 111 419.473.8376

COURSE DESCRIPTION:

Welcome to the world of professional cooking, this class will provide you with the skills necessary to pursue a career in the restaurant and hospitality industry. You can also earn a certificate of completion from the National Restaurant Association and become ServSafe certified. In this course we will explore every facet of culinary arts, management, career development, and inter-personal communication. This is a two-year class offered to 11th & 12th grade students.

1. Students will gain knowledge of the career/educational opportunities available to them.
2. Students will demonstrate the personal and social responsibility skills needed to obtain and retain employment.
3. Students will be introduced to the food service and hospitality industry.
4. Students will learn the vital importance and proper applications of sanitation and safety standards.
5. Students will learn proper procedures for purchasing and receiving quality products.
6. Students will learn to identify various products by appearance and taste.
7. Students will learn various methods of food preparation for a variety of products.
8. Students will be able to understand the importance of proper nutritional balance.
9. Students will be able to recognize, plan and arrange a variety of menus.
10. Students will learn an array of service styles and techniques.
11. Students will continue to develop interpersonal skills by utilizing teamwork and exhibiting leadership in all aspects of the kitchen.
12. Students will display the ability to effectively manage their time in the kitchen and classroom.
13. Students will run a licensed restaurant which is open 3 days per week to the general public.
14. Students will schedule, plan, and service many private catering functions before, during, and after school hours.

CULINARY MISSION AND GOALS

The mission of our program is to develop student's competencies and their abilities to practice effectively in an entry-level position as a cook, pastry cook, or foodservice management trainee with an emphasis of a lifelong continuation of learning and advancement in the culinary arts/hospitality field.

ProStart NATIONAL CERTIFICATE OF ACHIEVEMENT

The ProStart National Certificate of Achievement is an industry-recognized certificate awarded to students who have completed the requirements of the ProStart program. To earn the ProStart National Certificate of Achievement, students complete the two-year ProStart program, pass two national exams, demonstrate mastery of foundational skills, and work 400 mentored hours. Students who receive the certificate are eligible for NRAEF scholarship opportunities and course credits at more than 75 of the country's leading hospitality and culinary arts colleges and universities.

For more than a decade, ProStart has offered life-changing opportunities for students, providing much-needed direction for potential career paths and fostering countless success stories. With your help, the program will undoubtedly see even more positive experiences among its participants in the future.

COURSE OUTLINE

- Equipment
- Foundations of Food Service
- Sanitation
- Knife Skills
- Stocks
- Conversions
- Taste Unit (Herbs and Spices)
- Vegetable Cookery
- Starches (Potatoes, Rice, Beans, Whole Grains and Pasta)
- Fish and Seafood
- Poultry
- Beef, Pork, Lamb and Game
- Resume/Career Unit
- Soups
- Cooking Methods (dry)
- Cooking Methods (moist)
- Sauces
- Eggs (warm emulsified sauces)
- Global Village
- Breakfast
- Appetizers and Garde Manger

- Salads (dressings and cold emulsified sauces)
- Sandwiches
- Baking and Pastry

TEXTBOOKS, RESOURCE MATERIALS, MEDIA SUPPORT, ETC.

Foundations of Restaurant Management & Culinary Arts Culinary Essentials On Cooking

Classroom Resource Library consisting of computer software, culinary and industry magazines, cookbooks, videos, and instructor handouts.

SUPPLY LIST:

You will be expected to get the following supplies for class:

- 3-Ring Binder: This will be worth 100 points when brought in. - **DAILY**- **DUE AUG 26th**
- Loose-leaf Notebook Paper
- Ponytail Holder or hairnet for long hair (if applicable).
- Heavy duty non-slip close toed work shoes by week 2 of school (shoes must be approved by instructor).—**DUE AUG 29th**
- You will be issued 3 black t-shirts and one pair of chef pants at the beginning of the year. Additional shirts and pants may be purchased for a set price. Clothing should be laundered frequently for sanitation purposes; there will be daily uniform checks. If you are not in uniform, you will not be permitted to work in the lab and will take a zero for the day.
- Pencils, black or blue ink pen everyday in class - **DAILY**
- Permanent marker everyday in class - **DAILY**

CLASSROOM AND KITCHEN PROTOCOL

- When the bell rings students will be in their seats
- Students who leave class before being dismissed will be counted absent/truant.
- Students are not allowed to leave the kitchen until all kitchen duties are checked off by the Chef or Sous Chef. The kitchen is a team, and you will need to help others with more extensive jobs to be completed in a timely manner.
- Money will be handled as we run a functioning business. Theft of any kind will be handled according to the student handbook, which could lead to dismissal from the program and/or expulsion.
- Sanitation will not be compromised and is viewed as the single-most important detail in the kitchen.
- Customer service and guest relationships are critical to the success of our program. Any student having contact with a guest is expected to represent the program with the highest form of professionalism and courtesy.

CAREER CENTER EXPECTATIONS

All Career Center classes strive to prepare students for adult life by teaching skills and behaviors that will be valued in the workplace. The following expectations are stressed and graded in all Career Center classes. Your instructor will review these, provide instruction in all areas and answer any questions.

- ❖ **Attendance** – Be here on time each day, prepared to work, dressed appropriately
- ❖ **Respect** – Use appropriate language, be honest and truthful, be respectful of peers and adults,
- ❖ **Safety** – Follow safety rules and procedures, keep work area orderly
- ❖ **Responsibility** – Complete work on time, follow directions, use resources to answer questions, ask for help when needed, contribute to class discussion
- ❖ **Quality** – Show determination to complete tasks, be consistent in quality, focus on the task at hand
- ❖ **Team** – Work as a productive team member in a variety of roles, communicate in a sensitive way

GRADING SCALE AND WEIGHTED GRADES (Board Adopted Grading Scale-10-Point Grading Scale)

% Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

College Credit Plus (CCP) Courses will be treated the same for purposes of class ranking and grade point averages as other advanced standing (i.e., Advanced Placement)

GRADING SYSTEM:

Attendance is very important in this class. This class simulates a work environment; therefore your daily participation is a vital part of your grade. The grading system is as follows:

Daily Lab Work	50%
Related work and quizzes	20%
Semester Exam	15%
Service Hours	15%

ATTENDANCE

Students are expected to be in class daily and to be engaged in the learning process. Regular attendance is essential for success in school and in life. Research shows that students with **95%** or above attendance are more successful academically by earning better grades and performing better on college entrance exams. Our attendance goal for all students is **95%** or better.

A portion of the class grade is based on Career Center Expectations, which includes attendance and participation in class, lab, shop, or worksites. Absences, except those for a school-sponsored activity, may affect a student's grade.

MAKE-UP WORK

The following is the Culinary Arts Department policy on make-up work. Any work missed is automatically entered as a zero in the grade book.

Excused (Parent Excused, Excused, Medical, Field Trips) and Verified Absences

- All missed work may be made up at full credit.
- It is the student's responsibility to initiate contact with the teacher to get make up work.
- Work must be made up in a timely fashion, within the same number of days as the absence (e.g. absent 2 days, work made up in 2 days).
- Participation points are lost due to absence. Students may *possibly* make up lab time by working in the classroom/shop/lab outside of class time or through alternate assignments determined by the instructor. However, in some classes experiences are limited and opportunities to repeat them are not available.

Suspension (ISS, OSS)

- Missed work may be made up at partial credit, 50%.
- It is the student's responsibility to initiate contact with the teacher to get make up work.
- Work must be made up in a timely fashion, generally within the same number of days as the absence (e.g. absent 2 days, work made up in 2 days). Instructors may expect students to make up work *during* suspension and submit upon returning to school.
- Participation points will be lost due to absence.

Truancy

- Work may not be made up. This will result in zero credit for missed work.
- Students will be subject to loss of participation points.
- Students may be permitted to take exams at partial credit, 50%.

RETURN POLICY FOR SECOND SEMESTER

Students who are performing below average, or who are failing the semester are subject to removal from the program at semester. A student/parent conference will be

held prior to the end of the semester with the appropriate individuals present and alternatives will be discussed.

PREREQUISITE FOR ADVANCED COURSES

To be eligible to take advanced courses, a student must meet the prerequisites for the course in which he/she wishes to enroll. Prerequisites vary by course, but generally include a minimum grade and satisfactory performance on attendance and Career Center Expectations. See individual course descriptions for specific prerequisite information. If the curriculum for a prerequisite course is modified in any way, a pass/fail grade is issued. Pass/fail grades do not satisfy the grade requirement to take advanced courses.

COLLEGE CREDIT

Articulation Credit

Students may earn college credit for Career Center classes through the Articulation process. College credit awarded through Articulation gives the student a jump-start into a technical degree program by allowing the student to by-pass certain entry-level classes at the college level for which the student has already mastered the coursework. Articulated college credit is free and is transcribed after the student 1) completes the high school course and 2) enrolls and completes the required number of credit hours at the institution awarding the credit.

Eligibility: Grade of 80% or better in this class for the year
Attendance of 95% or better in this class for the year

Institutions: Owens, *Johnson and Wales, Hocking College, Robert Morris University, Sullivan University, and Art Institutes*

ACADEMIC INTEGRITY

The integrity of the academic program and the evaluation of each student's achievement are of primary concern to educational institutions. Cheating on an educational exercise not only reflects dishonesty on the part of the student, but also diminishes the value of the work done by his/her classmates. Students who cheat or plagiarize (using another's words, ideas or writing as one's own) shall be subject to the following: referral to the assistant director; parent/guardian contacted; a zero recorded for the exercise; possible detention and/or suspension; and/or removal from the course with a grade of "F" recorded on the transcript.

INSTRUCTORS' PROFESSIONAL BACKGROUND

Chef DuShane: Mdushane@wls4kids.org

- Associates of Science Culinary Arts: Johnson & Wales University, Charleston, SC
- Masters in Health and Physical Education: North Georgia College & State University, Dahlonega, GA
- Bachelors of Science in Education: Kennesaw State University, Kennesaw, GA
- Fifteen (15) years of experience in professional kitchens and hotels
- Eleven (11) years of experience as a middle/high school educator

Career Tech Student Organizations (CTSO)

FCCLA—Family, Career, and Community Leaders of America <http://fcclainc.org/>

ProStart-- <http://prostart.restaurant.org/>

SCHOLARSHIPS

Dorothy Pollock Thielen Memorial Scholarship

Ohio Restaurant Association

Maumee Valley Chef's Association

NWORA

NRA/ProStart

DISCRIMINATION POLICY

As a political subdivision, employer, recipient of federal funds, and an education institution, the Board of Education is prohibited from, and hereby declares a policy against, engaging in unlawful discrimination. This includes harassment and creating a hostile environment on the basis of race, color, religion, sex, national origin, ancestry, disability, age, sexual orientation, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board of Education is an equal opportunity employer.

COMPUTER USE

The use of any Columbia Public School computer is a privilege, not a right. Users of computers are obligated to conform to district and individual school policies and directions given by a staff member. Using the CPS facilities to access information carried by the Internet or other such information services must be for academic work assigned by a teacher. Depending on the nature of the situation, students who violate this regulation shall be subject to disciplinary action, or as the case is with any other property of the CPS, be held responsible for the cost of repair, replacement or maintenance of any damaged equipment or materials. The school may have a student assigned to an alternative educational program.

Washington Local School District
Bylaws & Policies

5200 - ATTENDANCE

The success of the educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which students have been assigned.

In accordance with statute, the District shall require, from the parent of each student of compulsory school age or from an independent adult student as defined in administrative guidelines who has been absent from school or from class for any reason, a written statement of the cause for such absence. The District reserves the right to verify statements and to investigate the cause of a single absence or prolonged absence.

Absences are classified as excused or unexcused.

Repeated violation of Board policy on attendance may result in suspension or expulsion.

Reasonable excuses for absence include:

- A. personal illness (a written physician's statement verifying the illness may be required);
- B. illness in the family (the absence under this condition shall not apply to children under fourteen (14) years of age);
- C. quarantine of the home;
- D. death in the family;
- E. medical or dental appointment (written physician's or dentist's statement may be required);
- F. necessary work at home due to absence or incapacity of parent(s)/guardian(s);
- G. observation or celebration of bona fide religious holy days;
- H. college visitation (verification from the college, university or technical college may be required);
- I. such good cause as may be acceptable to the Superintendent.

Attendance need not always be within the school facilities. A student will be considered to be in attendance at any place where class is in session by authority of the Board.

Students assigned to programs of other guided learning experiences are considered to be in regular attendance for the program provided they report to staff members assigned at the place in which they are conducting study, and regularly demonstrates progress toward the objectives of the course of study.

The Superintendent may excuse a student over fourteen (14) years of age from attending school for a future limited period for the purpose of performing essential work directly or exclusively for parents or guardians. Such excuse should not exceed five (5) days and may be renewed twice if necessary in any one (1) school year.

A written explanation of each past absence shall be made by the parent or guardian to the building administrator/designee to determine absence as excused or unexcused.

Future absences are those which have prior approval of a building administrator/designee. These may include, but not be limited to, school-sponsored field trips and college visitation (limit one (1) in junior year and three (3) in senior year). Special forms are required to be completed, returned to, and approved by the appropriate building administrator/designee.

Make-Up Work

It is the responsibility of students or parent/guardian to contact teachers and obtain make-up assignments. Students who know when they will be absent should obtain assignments prior to being absent.

All absences may be considered by teachers in determining the participation portion of students' grades.

Students will receive credit for work missed during an excused absence as long as the work is satisfactorily completed in a timely fashion.

Family Vacation

While family vacations are not recognized as excused absences by State law, work may be made up for credit if:

- A. The vacation/leave form was completed and received by a building administrator/designee.
- B. All work given to students prior to the vacation must be completed and returned to the teachers on the first day of attendance in school following the vacation.
- C. All work not given prior to the vacation must be completed in a timely fashion

as determined by teachers.

- D. Due to the nature of some work missed (e.g. group work, labs, etc.) it may not be possible to make up the work.

Project Lead the Way (Engineering)
Taxonomy #: 175001, 175002, 175007, 175015, 175020

Course of Study

Freshman, Sophomore, Junior, Senior Program

Developed by:

Jamie Squibb

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

April 2016

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Project Lead the Way - Engineering Advisory Committee of Washington Local School District has reviewed the Project Lead the Way - Engineering Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Engineering Professions, and

WHEREAS, the Project Lead the Way – Engineering Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Project Lead the Way - Engineering Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

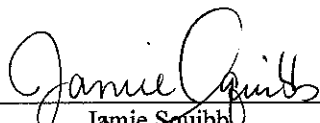
The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

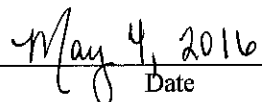
Inquires regarding unlawful discrimination may be directed to Nancy Brenton, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee


After reviewing this document, we recommend that the Project Lead the Way Course of Study be approved and adopted.




Jamie Squibb
Whitmer Career and Technology Center



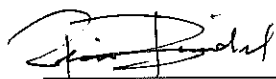
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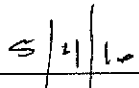
Debra Heban
Whitmer Career and Technology Center




Date




Reis Baidel
Whitmer Career and Technology Center



Date



Dr. Brian Randolph
The University of Toledo



Date

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Project Lead the Way Program Description

Program Philosophy and Goals

Project Lead The Way Program Philosophy

We believe that

- Rigor and relevance are an essential part of the educational process.
- Committing to diversity promotes opportunities for individuals, enhances creativity and strengthens organizations.
- Individuals and teams working in a culture of collaboration toward clear and common goals achieve greater satisfaction and superior results.
- The passionate and unwavering pursuit of continuous improvement is essential to high levels of achievement.
- All people are capable of achieving at higher levels and deserve the opportunity to achieve their full potential.
- All people have something to contribute.
- It is essential to know, listen to, and be responsive to our customers.
- Anticipating and managing change is critical to success.
- Learning is a lifelong process.
- Honesty, integrity and the highest ethical standards are essential attributes of an effective organization.

Project Lead The Way Program Goals

Students will:

- Be prepared to enter post-secondary education with foundation knowledge and skills for success in engineering.
- Use real life technology tools and resources to achieve success in assignments or projects.
- Use their imaginations to be creative and innovative.
- Develop communication and collaboration skills through a team approach to learning.
- Utilize the strengths of each team member to accomplish the goals of the project, while offering students learning challenges at individual ability levels.
- Demonstrate an understanding of subject content.
- Investigate and engage in meaningful activities, projects, and problems.
- Become independent learners.
- Make their own connections between posed questions and prior learning;
- Obtain ownership of their learning.

Overview of Program

Project Lead The Way (PLTW), grades 9,10,11,12, subject matter, and learning activities that are concerned with the basic principles and skill development in the engineering profession. PLTW provides a hands-on problem-based approach--that is exciting and fun for the full-range of students in today's classroom and that relates engineering technology to students' daily lives.

Students will earn six credits for their classroom instruction.

Upon completion of this program, students will have a more defined idea of future choices at the college level. Many students can receive college credit for their performance in the class and on the final exam.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	Humanities
Algebra I Honors or Geometry or Geometry Honors or Algebra II or Algebra II Honors	Geometry Honors or Algebra II or Algebra II Honors or Pre-Calculus or Pre-Calculus Honors	Algebra II Honors or Pre-Calculus or Pre-Calculus Honors or Calculus or Statistics	Pre-Calculus or Pre-Calculus Honors or Calculus or Statistics
Biology or	Gen. Physical Science or Chemistry	Chemistry	Chemistry II or Physics
American Experience	Global Issues	American Government	Elective
Health	PE	Civil Engineering and Architecture	Engineering Development and Design
Introduction to Engineering Design	Principles of Engineering	Digital Electronics	
Elective	Elective	Elective	
Elective	Elective	Elective	

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

After high school graduation, students will be prepared to attend a 2 or 4-year college in the School of Engineering.

The curriculum includes technological knowledge and skill development in the Engineering Profession. The underlying concepts and principles for these areas are taught as applied and transferable knowledge. Students will appreciate the value of technology and its application to the field of engineering. Learning the technology skills of PLTW is an essential component of the students' success in this profession.

Students enrolled in Project Lead the Way are also members of Skills USA. Participation in Skills USA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase.

Population Served

All students interested in pursuing careers in the engineering profession, and in pursuing post-secondary education leading to employment in the engineering field.

Occupations addressed by this program

The course consists of an overview of occupations in the field of engineering including automotive, aerospace, architectural, bio-medical, software, structural, computer, manufacturing, robotic, chemical, civil, electrical, nuclear, geological, environmental, metallurgy, oceanic, and other related engineering positions.

Performance Measures

- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

PROJECT LEAD THE WAY - PREENGINEERING SCOPE AND SEQUENCE

Introduction to Engineering Design

- Design Process
- Technical Sketching and Drawing
- Measurement and Statistics
- Modeling Skills
- Geometry of Design
- Reverse Engineering
- Documentation
- Advanced Computer Modeling
- Design Team
- Design Challenges

Principles of Engineering

- Energy and Power
- Materials and Structures
- Control Systems
- Statistics and Kinematics

Digital Electronics

- Fundamentals
- Number Systems
- Gates
- Boolean Algebra
- Combination Circuit Design
- Adding
- Flip-Flops
- Shift Registers and Counters
- Families and Specifications
- Microprocessors

Civil Engineering and Architecture

- Overview of Civil Engineering and Architecture
- Residential Design
- Commercial Applications
- Commercial Building

Engineering and Engineering Technology Design and Development

- Researching a Problem
- Designing a Solution

- Creating a Prototype and Testing Plan
- Evaluation and Reflection on the Design Process
- Presentation of the Design Process

Technology Applications

Introduction to Engineering Design

Equipment: Computer, calipers, micrometers, engineering scales

Software: Inventor, Excel, Word, PowerPoint, Photoshop

Principles of Engineering

Additional Equipment: Hand tools, power tools

Additional Software: West Point Bridge Builder, MD Solids, SSA 1000, Robopro

Digital Electronics

Additional Equipment: Multimeters, oscilloscopes, analog/digital trainers,

Additional Software: MultiSim, Wincupl

Civil Engineering and Architecture

Additional Equipment: Transits,

Additional Software: Revit

Engineering Design and Development

Additional Equipment: 3-D Prototype

Software: All previously mentioned softwares

PROJECT LEAD THE WAY - PREENGINEERING
Units of Instruction and Competencies

Introduction to Engineering Design

Principles of Engineering

Digital Electronics

Civil Engineering and Architecture

Engineering Design and Development

Introduction to Engineering Design

Units of Instruction

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome: 1.1. Employability Skills

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies

- 1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior.

An "X" indicates that the pathway applies to the outcome.

Pathways		Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.2. Leadership and Communications

Process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications and resumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

An "X" indicates that the pathway applies to the outcome.

Pathways		Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.6. Business Literacy

Develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations.

Competencies

- 1.6.6. Identify the target market served by the organization, the niche that the organization fills and an outlook of the industry.
- 1.6.7. Identify the effect of supply and demand on products and services.

An "X" indicates that the pathway applies to the outcome.

Pathways		Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Strand 2. Electrical/Electronics

Learners apply principles of electricity and electronics related to electronic theory, alternating and direct current, electronic components, electronic skills, digital electronics and power supplies. Knowledge and skills may be applied to fundamentals of electricity, analyzing and evaluating circuits, assembling components into electrical circuits, creating circuits to perform tasks and operations, wiring components to construct a communications system and providing power to an electrical system.

Outcome 2.1. Electronic Theory

Explain electrical principles and theories.

Competencies

- 2.1.1. Describe the structure of atoms and their relationship to electricity.
- 2.1.2. Compare and contrast electrical and electromagnetic effect.
- 2.1.3. Explain methods of producing electrical current.
- 2.1.4. Explain how batteries store and disperse energy.
- 2.1.5. Compare and contrast alternating current (AC) and direct current (DC).
- 2.1.6. Define the units of measurement for voltage, current, power and resistance.
- 2.1.7. Describe the relationships between voltage, current, resistance and power in circuits.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome 2.2. Circuits

Construct and analyze alternating current (AC) circuits and direct current (DC) circuits.

Competencies

- 2.2.1. Compare and contrast conductors and insulators.
- 2.2.2. Identify common types of transformers and list uses for each.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome 2.6. Digital Electronics

Create circuits to perform tasks and operations.

Competencies

- 2.6.1 Determine the output frequency of circuits.
- 2.6.2 Describe the purpose and use of logic gates (e.g., discrete and medium scale integration [MSI] gates, latches, flip-flops).
- 2.6.3 Design a paradigm for combinational logic problems.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

Outcome 5.1. The Design Process Digital Electronics

Use the engineering design process and quality assurance principles to analyze and solve design problems.

Competencies

- 5.1.1. Describe the role of research, development, and experimentation in design problem solving.
- 5.1.2. Conduct an investigation to identify customer needs, constraints, and criteria.
- 5.1.3. Develop multiple solutions and select an approach.
- 5.1.4. Develop a design proposal and make a model/prototype.
- 5.1.5. Evaluate and redesign a prototype using collected data.
- 5.1.6. Utilize process planning and improvement tools to manage the life cycle of a product.
- 5.1.7. Compare and contrast design considerations for product recycling or disposal for the end of a product's life cycle.
- 5.1.8. Maintain an engineering journal to document progress and capture ideas during the development phase.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome 5.2. Sketching and Visualization

Conceptualize and sketch design projects and components.

Competencies

- 5.2.1. Compare and contrast technical sketching and drawing.
- 5.2.2. Sketch possible solutions to an existing design problem.
- 5.2.3. Use tolerancing techniques when dimensioning.
- 5.2.4. Apply annotations on sketches and drawings.
- 5.2.5. Create sketches using integration sketching techniques and styles.
- 5.2.6. Apply coordinate systems (e.g., absolute, relative, user, cylindrical, Cartesian).
- 5.2.7. Sketch geometric forms and shapes.
- 5.2.8. Describe geometric constraints.
- 5.2.9. Select a view to graphically communicate a design solution.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome 5.3. Computer-Aided Modeling

Create models to illustrate the design of projects and components.

- 5.3.1. Apply manufacturing processes (e.g., casting, molding, forming, separating, conditioning, assembling, finishing, rapid prototyping).
- 5.3.2. Evaluate a sketch and generate a model utilizing three-dimensional modeling software and techniques.
- 5.3.3. Compare and contrast conceptual, physical and mathematical design models used to check proper design.
- 5.3.4. Perform part manipulation during the creation of an assembly model.
- 5.3.5. Analyze assembly constraints to successfully construct a multipart object.
- 5.3.6. Utilize part libraries effectively during the assembly modeling process.
- 5.3.7. Employ subassemblies during the production of assemblies.
- 5.3.8. Verify drive constraints that simulate the motion of parts in assemblies.
- 5.3.9. Apply adaptive design concepts during the development of sketches, features, parts and assemblies.
- 5.3.10. Translate a three-dimensional drawing or model into corresponding orthographic drawing views.
- 5.3.11. Evaluate the accuracy of mass properties calculations.
- 5.3.12. Evaluate a model for design imperfections.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome 5.6. Production and Process Design

Plan, set up, monitor, analyze and control integrated systems.

Competencies

- 5.6.1. Identify the planning and process procedures for production (e.g., corrective preventive actions, audit documentation, Process Failure Mode Effect Analysis [PFMEA]).
- 5.6.2. Use process planning and improvement tools (e.g., flowcharts, diagrams, design for manufacturability [DFM]).
- 5.6.3. Employ project scheduling techniques (e.g., critical path methodology [CPM], project evaluation and review technique [PERT]).
- 5.6.4. Identify criteria and constraints and determine how those will affect the design of the production process.
- 5.6.5. Estimate time, tooling, product packaging and material costs.
- 5.6.6. Monitor performance against time, tool and material cost estimates.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 6.1. Measurement and Interpretation

Interpret drawings and documentation and perform measurements.

Competencies

- 6.1.1. Identify measuring tools and gradations used in precision machining and their purposes.
- 6.1.2. Identify typical measurements in precision machining (e.g., angles, diameter, hardness).
- 6.1.3. Identify measuring systems and convert between systems.
- 6.1.4. Measure and inspect work pieces according to product specifications.
- 6.1.5. Identify information and symbols typically provided in drawings and specifications.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome 6.2. Layout and Planning

Plan a machining process.

Competencies

- 6.2.1. Determine product requirements, dimensions and tolerances from drawing and specifications.
- 6.2.2. Determine process steps (e.g., cut, drill, turn, mill, grind, heat treat).

6.2.3. Plan individual process steps based on industry standards (e.g., manufacturers' specifications, machining standards).

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Principles of Engineering

Units of Instruction

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome: 1.1. Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies

- 1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations, and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior, and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits, and abusive behavior.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific	X	Context-dependent	Does not apply

Outcome: 1.2. Leadership and Communications: Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information.
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal, and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses, and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration, and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications, and résumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design
Green Practices		Green-specific	X	Context-dependent	Does not apply

Outcome: 1.3. Business Ethics and Law: Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies

- 1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
- 1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.
- 1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
- 1.3.4. Identify how federal and state consumer protection laws affect products and services.
- 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], U.S. Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
- 1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.

- 1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission).
- 1.3.8. Verify compliance with computer, copyright, and intellectual property laws and regulations.
- 1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational, and professional ethical standards.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.4. Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations.

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze, and present information (e.g., word processing, electronic mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations, and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure, and monitor business records.
- 1.4.6. Use electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.5. Global Environment: Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals.

Competencies

- 1.5.1. Describe how cultural understanding, cultural intelligence skills, and continual awareness are interdependent.

- 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.
- 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
- 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
- 1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.
- 1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.
- 1.5.7. Use intercultural communication skills to exchange ideas and create meaning.
- 1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services and recognition of new opportunities.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.6.Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations.

Competencies

- 1.6.1. Identify business opportunities.
- 1.6.2. Assess the reality of becoming an entrepreneur, including advantages and disadvantages (e.g., risk vs. reward, reasons for success and failure).
- 1.6.3. Explain the importance of planning your business.
- 1.6.4. Identify types of businesses, ownership, and entities (i.e., individual proprietorships, partnerships, corporations, cooperatives, public, private, profit, not-for-profit).
- 1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments, and interdepartmental interactions.
- 1.6.6. Identify the target market served by the organization, the niche that the organization fills, and outlook of the industry.
- 1.6.7. Identify the effect of supply and demand on products and services.
- 1.6.8. Identify the features and benefits that make an organization's product or service competitive.
- 1.6.9. Explain how the performance of an employee, a department, and an organization is assessed.
- 1.6.10. Describe the impact of globalization on an enterprise or organization.
- 1.6.11. Describe how all business activities of an organization work within the parameters of a budget.
- 1.6.12. Describe classifications of employee benefits, rights, deductions, and compensations.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.9. Financial Management: Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being.

Competencies

- 1.9.1. Create, analyze, and interpret financial documents (e.g., budgets, income statements).
- 1.9.2. Identify tax obligations
- 1.9.3. Review and summarize savings, investment strategies, and purchasing options (e.g., cash, lease, finance, stocks, bonds).
- 1.9.4. Identify credit types and their uses in order to establish credit.
- 1.9.5. Identify ways to avoid or correct debt problems.
- 1.9.6. Explain how credit ratings and the criteria lenders use to evaluate repayment capacity affect access to loans.
- 1.9.7. Review and summarize categories (types) of insurance and identify how insurances can reduce financial risk.
- 1.9.8. Identify income sources and expenditures.
- 1.9.9. Compare and contrast different banking services available through financial institutions.
- 1.9.10. Identify the role of depreciation in tax planning and liability.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Strand 2. Electrical/Electronics

Learners apply principles of electricity and electronics related to electronic theory, alternating and direct current, electronic components, electronic skills, digital electronics and power supplies. Knowledge and skills may be applied to fundamentals of electricity, analyzing and evaluating circuits, assembling components into electrical circuits, creating circuits to perform tasks and operations, wiring components to construct a communications system and providing power to an electrical system.

Outcome: 2.1 Electronic Theory: Explain electrical principles and theories.

Competencies

- 2.1.1 Describe the structure of atoms and their relationship to electricity.
- 2.1.2 Compare and contrast electrical and electromagnetic effect.
- 2.1.3 Explain methods of producing electrical current.
- 2.1.4 Explain how batteries store and disperse energy.
- 2.1.5 Compare and contrast alternating current (AC) and direct current (DC).
- 2.1.6 Define the units of measurement for voltage, current, power, and resistance.
- 2.1.7 Describe the relationships between voltage, current, resistance, and power in circuits.
- 2.1.8 Determine voltage, current, resistance, and power in circuits using Ohm's Law, Kirchoff's Law, and Watt's Law.
- 2.1.9 Describe the purpose of grounding and common methods used for grounding.
- 2.1.10 Evaluate frequency and phase.

- 2.1.11 Identify methods of varying capacitance.
- 2.1.12 Calculate true power, apparent power, reactive power, and power factor.
- 2.1.13 Determine impedance.
- 2.1.14 Compare peak (PK), root mean square (RMS), and average values.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 2.2.Circuits: Construct and analyze alternating current (AC) circuits and direct current (DC) circuits.

Competencies

- 2.2.1. Compare and contrast conductors and insulators.
- 2.2.2. Identify common types of transformers and list uses for each.
- 2.2.3. Explain step up/step down voltage methods.
- 2.2.4. Describe lamination and explain why laminations are used.
- 2.2.5. Identify types of capacitors and common usages for each.
- 2.2.6. Identify types of inductors and explain the purposes of different core materials.
- 2.2.7. Identify the function of inductors and capacitors in series and parallel circuits.
- 2.2.8. Explain the uses of series, parallel, and series-parallel circuits.
- 2.2.9. Construct and troubleshoot series, parallel, and series-parallel circuits.
- 2.2.10. Analyze wiring schematics and diagrams for accuracy and function.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 2.3 Codes and Regulations: Explain and apply the National Electrical Code (NEC) and other building codes.

Competencies

- 2.3.1. Explain the role of Underwriters Laboratory (UL), Canadian Standards Association (CSA), and Intertek Testing Service/Edison Testing Laboratory (ITS/ETL).
- 2.3.2. Locate and apply the information in articles of the NEC and other applicable codes (i.e., Building Officials and Code Administrators [BOCA], Ohio Building Code [OBC], Life Safety Codes) and explain how they impact job requirements (e.g., service conductors, feeders, branch circuits, overload protection, grounding, bonding requirements).
- 2.3.3. Utilize National Fire Protection Association (NFPA) procedures for NFPA 70E-arc flash boundaries, current-limiting fuses, live work power permits, electrically safe work conditions, emergency worker safety programs, scheduling, energized circuits, and training.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific		Context-dependent X Does not apply

Outcome: 2.4.Electronic Components: Describe electronic components and their functions and purpose.

Competencies

- 2.4.1. Identify resistor values from color codes or other marks.
- 2.4.2. Compare and contrast resistor compositions and their uses.
- 2.4.3. Identify symbols for electronic components.
- 2.4.4. Compare and contrast negative positive negative (NPN) and positive negative positive (PNP) transistors.
- 2.4.5. Identify types of transistors and explain their uses (i.e., Darlington pairs, unijunction transistors, Gunn diodes, field effect transistors [FETs] and metal-oxide semiconductor field-effect transistor [MOSFETs], N- and P- channel junction field effect transistors [JFETs]).
- 2.4.6. Compare and contrast the purpose and function of thyristors (diacs, triacs, varistors, and thermistors).
- 2.4.7. Describe the purpose and operation of zener diodes.
- 2.4.8. Describe the purpose and operation of common optical devices (e.g., light emitting diodes [LEDs], liquid crystal displays [LCDs]).
- 2.4.9. Describe the purpose and operation of photovoltaic cells.
- 2.4.10. Describe the purpose, composition, and operation of photo resistors, photodiodes, and phototransistors.
- 2.4.11. Define surface mount components.
- 2.4.12. Describe the purpose and operation of audio amplifiers and their frequency response.
- 2.4.13. Explain the purpose and operation of common emitter (CE) amplifiers, common base (CB) amplifiers, and common collector (CC) or emitter follower amplifiers.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific		Context-dependent X Does not apply

Outcome: 2.5.Electronic Soldering Connections: Connect individual components into an electrical unit.

Competencies

- 2.5.1. Define the purpose of a connection and the differences between a good and bad connection.
- 2.5.2. Select types of solder.
- 2.5.3. Describe methods for soldering and desoldering and the purpose for each method.
- 2.5.4. Protect circuit boards from electrostatic discharge (ESD).
- 2.5.5. Solder and desolder components.
- 2.5.6. Combine components per wiring prints, schematics, and block diagrams.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 2.8 Power Supplies: Provide power to electrical circuits.

Competencies

- 2.8.1 Identify the differences between transformer-powered supplies and line-connected supplies.
- 2.8.2 Select a battery based on composition, environment, and circuit characteristics.
- 2.8.3 Select and install filters.
- 2.8.4 Construct and install regulated power supplies.
- 2.8.5 Select and install fuses and circuit breakers.
- 2.8.6 Select and construct half-wave, full wave, and bridge rectifiers.
- 2.8.7 Select and install power conditioning, isolation transformers, surge suppressors, uninterruptible power supplies.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Strand 3. Computer Integrated Manufacturing

Learners apply the principles of computer integrated manufacturing related to computer numerical control, robotics, programmable logic controllers and power systems.

Outcome: 3.1.Computer Numerical Control (CNC): Apply standard practices of CNC operations and part inspection.

Competencies

- 3.1.1. Maintain CNC milling/turning machine components and controllers.
- 3.1.2. Plan a CNC production process for jobs in a machining cell.
- 3.1.3. Create and edit CNC programs (e.g. G-code, computer-aided manufacturing [CAM]) for milling/turning machine operations according to job specifications, dimensions, and tolerances.
- 3.1.4. Create a tool setup sheet.
- 3.1.5. Work from a process sheet and part print.
- 3.1.6. Set up and operate CNC milling/turning machines.
- 3.1.7. Monitor the operations of a machining cell and troubleshoot problems that arise.
- 3.1.8. Verify part quality against job specifications.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 3.4 Power Technologies: Install, maintain, and troubleshoot fluid power systems.

Competencies

- 3.4.1 Calculate the pressure and flow of a fluid and describe how it relates to the functioning of a hydraulic and pneumatic actuator.
- 3.4.2 Describe the relationship between force, pressure, and power.
- 3.4.3 Calculate the efficiency of system components and energy loss due to friction, slippage, and leakage.
- 3.4.4 Determine the effect of energy storage on efficiency and size of power units.
- 3.4.5 Predict the performance of an actuator under meter-in and meter-out conditions.
- 3.4.6 Read and interpret hydraulic, pneumatic, and vacuum schematics and model codes.
- 3.4.7 Select a fluid power system based on project needs (e.g., pressure, flow, temperature, dissipation, filtration, fluid, maintenance).
- 3.4.8 Explain the fundamental principles of pneumatics, hydraulics, and vacuum technology.
- 3.4.9 Troubleshoot power loss within a system.
- 3.4.10 Select an O-ring size, material, and oil capacity for a specified application.
- 3.4.11 Use directional and proportional controls.
- 3.4.12 Compare and contrast electromechanical, pneumatic, and hydraulic actuation.
- 3.4.13 Perform general maintenance on pneumatics, hydraulics, and vacuum systems.
- 3.4.14 De-energize pneumatics, hydraulics, and vacuum systems.
- 3.4.15 Compare and contrast types and functions of compressors.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 3.5 Pumping Systems: Analyze pumps and pumping systems.

Competencies

- 3.5.1 Compare and contrast types of positive and nonpositive displacement pumps and their respective functions.
- 3.5.2 Calculate flow, head/pressure, and efficiency.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

Outcome: 5.1.The Design Process: Use the engineering design process and quality assurance principles to analyze and solve design problems.

Competencies

- 5.1.1. Describe the role of research, development, and experimentation in design problem solving.
- 5.1.2. Conduct an investigation to identify customer needs, constraints, and criteria.
- 5.1.3. Develop multiple solutions and select an approach.
- 5.1.4. Develop a design proposal and make a model/prototype.
- 5.1.5. Evaluate and redesign a prototype using collected data.
- 5.1.6. Utilize process planning and improvement tools to manage the life cycle of a product.
- 5.1.7. Compare and contrast design considerations for product recycling or disposal for the end of a product's life cycle.
- 5.1.8. Maintain an engineering journal to document progress and capture ideas during the development phase.

An "X" indicates that the pathway applies to the outcome.

Pathways		Operations	X	Design	
Green Practices	X	Green-specific		Context-dependent	Does not apply

Outcome: 5.2.Sketching and Visualization: Conceptualize and sketch design projects and components.

Competencies

- 5.2.1. Compare and contrast technical sketching and drawing.
- 5.2.2. Sketch possible solutions to an existing design problem.
- 5.2.3. Use tolerancing techniques when dimensioning.
- 5.2.4. Apply annotations on sketches and drawings.
- 5.2.5. Create sketches using integration sketching techniques and styles.
- 5.2.6. Apply coordinate systems (e.g., absolute, relative, user, cylindrical, Cartesian).
- 5.2.7. Sketch geometric forms and shapes.
- 5.2.8. Describe geometric constraints.
- 5.2.9. Select a view to graphically communicate a design solution.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Outcome: 5.3 Computer-Aided Modeling: Create models to illustrate the design of projects and components.

Competencies

- 5.3.1 Apply manufacturing processes (e.g., casting, molding, forming, separating, conditioning, assembling, finishing, rapid prototyping).
- 5.3.2 Evaluate a sketch and generate a model utilizing three-dimensional modeling software and techniques.
- 5.3.3 Compare and contrast conceptual, physical, and mathematical design models used to check proper design.
- 5.3.4 Perform part manipulation during the creation of an assembly model.
- 5.3.5 Analyze assembly constraints to successfully construct a multipart object.
- 5.3.6 Utilize part libraries effectively during the assembly modeling process.
- 5.3.7 Employ subassemblies during the production of assemblies.
- 5.3.8 Verify drive constraints that simulate the motion of parts in assemblies.
- 5.3.9 Apply adaptive design concepts during the development of sketches, features, parts, and assemblies.
- 5.3.10 Translate a three-dimensional drawing or model into corresponding orthographic drawing views.
- 5.3.11 Evaluate the accuracy of mass properties calculations.
- 5.3.12 Evaluate a model for design imperfections.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Outcome: 5.4. Computer-Aided Drafting: Interpret and prepare technical drawings.

Competencies

- 5.4.1. Create and interpret auxiliary views, orthographic projections, isometric drawings, oblique drawings and perspective drawings.
- 5.4.2. Create a sectional view drawing.
- 5.4.3. Illustrate the types of breaks and symbols used in drawing sectional views.
- 5.4.4. Produce a reverse-engineered drawing from a solid object.
- 5.4.5. Add technical elements (e.g., parts lists, titles, finishes, tolerances, specifications, hidden surfaces) to drawings.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Outcome: 5.6 Production and Process Design: Plan, set up, monitor, analyze, and control integrated systems.

Competencies

- 5.6.1 Identify the planning and process procedures for production (e.g., corrective preventive actions, audit documentation, Process Failure Mode Effect Analysis [PFMEA]).
- 5.6.2 Use process planning and improvement tools (e.g., flowcharts, diagrams, design for manufacturability [DFM]).
- 5.6.3 Employ project scheduling techniques (e.g., critical path methodology [CPM], project evaluation and review technique [PERT]).
- 5.6.4 Identify criteria and constraints and determine how those will affect the design of the production process.
- 5.6.5 Estimate time, tooling, product packaging, and material costs.
- 5.6.6 Monitor performance against time, tool, and material cost estimates.
- 5.6.7 Set capacity to account for fluctuation in demand.
- 5.6.8 Adjust the plan as necessary to respond to variations (e.g., process, demand, material).
- 5.6.9 Evaluate final solutions and communicate observations, processes, and results.
- 5.6.10 Develop a packaging design that prepares a product for shipping.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific		Context-dependent
			X	Does not apply

Course 4: DIGITAL ELECTRONICS

Units of Instruction

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome: 1.1. Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies

- 1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations, and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior, and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits, and abusive behavior.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design
Green Practices		Green-specific	X	Context-dependent
				Does not apply

Outcome: 1.2. Leadership and Communications: Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information.
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal, and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses, and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration, and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications, and résumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific	X	Context-dependent	Does not apply

Outcome: 1.3.Business Ethics and Law: Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies

- 1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
- 1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.
- 1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
- 1.3.4. Identify how federal and state consumer protection laws affect products and services.
- 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], U.S. Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
- 1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.

- 1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission).
- 1.3.8. Verify compliance with computer, copyright, and intellectual property laws and regulations.
- 1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational, and professional ethical standards.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.4. Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations.

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze, and present information (e.g., word processing, electronic mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations, and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure, and monitor business records.
- 1.4.6. Use electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.5. Global Environment: Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals.

Competencies

- 1.5.1. Describe how cultural understanding, cultural intelligence skills, and continual awareness are interdependent.

- 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.
- 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
- 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
- 1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.
- 1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.
- 1.5.7. Use intercultural communication skills to exchange ideas and create meaning.
- 1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services and recognition of new opportunities.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.6.Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations.

Competencies

- 1.6.1. Identify business opportunities.
- 1.6.2. Assess the reality of becoming an entrepreneur, including advantages and disadvantages (e.g., risk vs. reward, reasons for success and failure).
- 1.6.3. Explain the importance of planning your business.
- 1.6.4. Identify types of businesses, ownership, and entities (i.e., individual proprietorships, partnerships, corporations, cooperatives, public, private, profit, not-for-profit).
- 1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments, and interdepartmental interactions.
- 1.6.6. Identify the target market served by the organization, the niche that the organization fills, and outlook of the industry.
- 1.6.7. Identify the effect of supply and demand on products and services.
- 1.6.8. Identify the features and benefits that make an organization's product or service competitive.
- 1.6.9. Explain how the performance of an employee, a department, and an organization is assessed.
- 1.6.10. Describe the impact of globalization on an enterprise or organization.
- 1.6.11. Describe how all business activities of an organization work within the parameters of a budget.
- 1.6.12. Describe classifications of employee benefits, rights, deductions, and compensations.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.9.Financial Management: Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being.

Competencies

- 1.9.1. Create, analyze, and interpret financial documents (e.g., budgets, income statements).
- 1.9.2. Identify tax obligations
- 1.9.3. Review and summarize savings, investment strategies, and purchasing options (e.g., cash, lease, finance, stocks, bonds).
- 1.9.4. Identify credit types and their uses in order to establish credit.
- 1.9.5. Identify ways to avoid or correct debt problems.
- 1.9.6. Explain how credit ratings and the criteria lenders use to evaluate repayment capacity affect access to loans.
- 1.9.7. Review and summarize categories (types) of insurance and identify how insurances can reduce financial risk.
- 1.9.8. Identify income sources and expenditures.
- 1.9.9. Compare and contrast different banking services available through financial institutions.
- 1.9.10. Identify the role of depreciation in tax planning and liability.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Strand 2. Electrical/Electronics

Learners apply principles of electricity and electronics related to electronic theory, alternating and direct current, electronic components, electronic skills, digital electronics and power supplies. Knowledge and skills may be applied to fundamentals of electricity, analyzing and evaluating circuits, assembling components into electrical circuits, creating circuits to perform tasks and operations, wiring components to construct a communications system and providing power to an electrical system.

Outcome: 2.1 Electronic Theory: Explain electrical principles and theories.

Competencies

- 2.1.1 Describe the structure of atoms and their relationship to electricity.
- 2.1.2 Compare and contrast electrical and electromagnetic effect.
- 2.1.3 Explain methods of producing electrical current.
- 2.1.4 Explain how batteries store and disperse energy.
- 2.1.5 Compare and contrast alternating current (AC) and direct current (DC).
- 2.1.6 Define the units of measurement for voltage, current, power, and resistance.
- 2.1.7 Describe the relationships between voltage, current, resistance, and power in circuits.
- 2.1.8 Determine voltage, current, resistance, and power in circuits using Ohm’s Law, Kirchhoff’s Law, and Watt’s Law.
- 2.1.9 Describe the purpose of grounding and common methods used for grounding.
- 2.1.10 Evaluate frequency and phase.

- 2.1.11 Identify methods of varying capacitance.
- 2.1.12 Calculate true power, apparent power, reactive power, and power factor.
- 2.1.13 Determine impedance.
- 2.1.14 Compare peak (PK), root mean square (RMS), and average values.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific	Context-dependent	X Does not apply

Outcome: 2.2.Circuits: Construct and analyze alternating current (AC) circuits and direct current (DC) circuits.

Competencies

- 2.2.11. Compare and contrast conductors and insulators.
- 2.2.12. Identify common types of transformers and list uses for each.
- 2.2.13. Explain step up/step down voltage methods.
- 2.2.14. Describe lamination and explain why laminations are used.
- 2.2.15. Identify types of capacitors and common usages for each.
- 2.2.16. Identify types of inductors and explain the purposes of different core materials.
- 2.2.17. Identify the function of inductors and capacitors in series and parallel circuits.
- 2.2.18. Explain the uses of series, parallel, and series-parallel circuits.
- 2.2.19. Construct and troubleshoot series, parallel, and series-parallel circuits.
- 2.2.20. Analyze wiring schematics and diagrams for accuracy and function.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific	Context-dependent	X Does not apply

Outcome: 2.3.Codes and Regulations: Explain and apply the National Electrical Code (NEC) and other building codes.

Competencies

- 2.3.3. Explain the role of Underwriters Laboratory (UL), Canadian Standards Association (CSA), and Intertek Testing Service/Edison Testing Laboratory (ITS/ETL).

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific	Context-dependent	X Does not apply

Outcome: 2.4.Electronic Components: Describe electronic components and their functions and purpose.

Competencies

- 2.4.14. Identify resistor values from color codes or other marks.
- 2.4.15. Compare and contrast resistor compositions and their uses.
- 2.4.16. Identify symbols for electronic components.
- 2.4.17. Compare and contrast negative positive negative (NPN) and positive negative positive (PNP) transistors.
- 2.4.18. Identify types of transistors and explain their uses (i.e., Darlington pairs, unijunction transistors, Gunn diodes, field effect transistors [FETs] and metal-oxide semiconductor field-effect transistor [MOSFETs], N- and P- channel junction field effect transistors [JFETs]).
- 2.4.19. Compare and contrast the purpose and function of thyristors (diacs, triacs, varistors, and thermistors).
- 2.4.20. Describe the purpose and operation of zener diodes.
- 2.4.21. Describe the purpose and operation of common optical devices (e.g., light emitting diodes [LEDs], liquid crystal displays [LCDs]).
- 2.4.22. Describe the purpose and operation of photovoltaic cells.
- 2.4.23. Describe the purpose, composition, and operation of photo resistors, photodiodes, and phototransistors.
- 2.4.24. Define surface mount components.
- 2.4.25. Describe the purpose and operation of audio amplifiers and their frequency response.
- 2.4.26. Explain the purpose and operation of common emitter (CE) amplifiers, common base (CB) amplifiers, and common collector (CC) or emitter follower amplifiers.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific		Context-dependent X Does not apply

Outcome: 2.5.Electronic Soldering Connections: Connect individual components into an electrical unit.

Competencies

- 2.5.7. Define the purpose of a connection and the differences between a good and bad connection.
- 2.5.8. Select types of solder.
- 2.5.9. Describe methods for soldering and desoldering and the purpose for each method.
- 2.5.10. Protect circuit boards from electrostatic discharge (ESD).
- 2.5.11. Solder and desolder components.
- 2.5.12. Combine components per wiring prints, schematics, and block diagrams.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design
Green Practices		Green-specific		Context-dependent X Does not apply

Outcome: 2.6.Digital Electronics: Create circuits to perform tasks and operations.

Competencies

- 2.6.1. Determine output frequency of circuits.
- 2.6.2. Describe the purpose and use of logic gates (e.g., discrete and medium scale integration [MSI] gates, latches, flip-flops).
- 2.6.3. Design a paradigm for combinational logic circuits (i.e., encoders, decoders, multiplexers, demultiplexers, adders, subtractors, ALUs). *(Updated 28 AUG 2014)*
- 2.6.4. Design a specific MSI gate application.
- 2.6.5. Describe the purpose and operation of programmable logic devices (PLDs) and complex programmable logic devices (CPLDs).
- 2.6.6. Describe the purpose and use of asynchronous and synchronous counters.
- 2.6.7. Determine fan-out and propagation delays.
- 2.6.8. Explain the purpose and use of a digital bus.
- 2.6.9. Explain the purpose and use of pulsers and logic probes.
- 2.6.10. Identify the numbering systems, codes, arithmetic operations, Boolean operations, and simplification methods used in digital electronics.
- 2.6.11. Describe the purpose and use of digital-to-analog and analog-to-digital circuits.
- 2.6.12. Design a schematic for a digital circuit.
- 2.6.13. Utilize counters and shift registers in a circuit. *(Updated 28 AUG 2014)*
- 2.6.14. Utilize memory in a control system
- 2.6.15. Construct a digital circuit based on the schematic using solder and solderless techniques.
- 2.6.16. Test circuit function.
- 2.6.17. Use schematics and test points to locate subsystem, component, and wiring failures in electronics products.
- 2.6.18. Use the Boolean Algebra laws and DeMorgan’s Theorem in the simplification of logic circuits. *(Updated 28 AUG 2014)*

An “X” indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Outcome: 2.8 Power Supplies: Provide power to electrical circuits.

Competencies

- 2.8.1 Identify the differences between transformer-powered supplies and line-connected supplies.
- 2.8.2 Select a battery based on composition, environment, and circuit characteristics.
- 2.8.3 Select and install filters.
- 2.8.4 Construct and install regulated power supplies.
- 2.8.5 Select and install fuses and circuit breakers.
- 2.8.6 Select and construct half-wave, full wave, and bridge rectifiers.
- 2.8.7 Select and install power conditioning, isolation transformers, surge suppressors, and uninterruptible power supplies.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

Outcome: 5.2.Sketching and Visualization: Conceptualize and sketch design projects and components.

Competencies

- 5.2.1. Compare and contrast technical sketching and drawing.
- 5.2.2. Sketch possible solutions to an existing design problem.
- 5.2.3. Use tolerancing techniques when dimensioning.
- 5.2.4. Apply annotations on sketches and drawings.
- 5.2.5. Create sketches using integration sketching techniques and styles.
- 5.2.7 Sketch geometric forms and shapes.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Course 4: Architecture and Civil Engineering

Units of Instruction

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome: 1.4. Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations.

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze, and present information (e.g., word processing, electronic mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations, and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure, and monitor business records.
- 1.4.6. Use electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Mechanical, Electrical, Plumbing	X	Design	X	Structural
Green Practices		Green-specific		Context-dependent	X	Does not apply

Strand 6. Planning and Design

Learners apply principles of architectural and civil engineering, drawing and construction with current technology to develop, present and use construction proposals, plans and schematics. Knowledge and skill may be applied throughout the project from preconstruction design through all stages of building in residential, commercial and industrial applications.

Outcome: 6.1. Proposals: Develop and present a design, proposal, or concept.

Competencies

- 6.1.1. Collect and analyze data to identify required deliverables (e.g., reports, studies, building designs, drawings) based on client specifications.
- 6.1.2. Create a visualization of a proposed project using data from relevant materials according to client specifications and in compliance with building codes.
- 6.1.3. Incorporate building structural systems, environmental systems, safety systems, building envelope systems, and building service systems into the design.
- 6.1.4. Incorporate the Americans Disabilities Act (ADA) Standards for Accessible Design.
- 6.1.5. Develop a narrative to describe the project.
- 6.1.6. Differentiate between residential, commercial, industrial, and institutional construction segments.
- 6.1.7. Present the comprehensive proposal.

An "X" indicates that the pathway applies to the outcome.

Pathways		Mechanical, Electrical, Plumbing	X	Design		Structural
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 6.3. Drafting: Design residential, industrial, civil, and commercial plans in accordance with the American National Standards Institute (ANSI) Y14.5M-2009 graphics standard.

Competencies

- 6.3.1. Construct site plans in accordance with the ANSI Y14.5M-2009 graphics standards (e.g., zoning, property lines, utilities, building line, setback).
- 6.3.2. Construct scaled orthographic drawing to illustrate floor plan with appropriate adjacencies, traffic patterns, orientation of spaces, and section views (e.g., stairway section, wall, cabinet elevations, building corners, elevation) in accordance with the ANSI Y14.5M-2009 graphics standards.
- 6.3.3. Construct foundation and roof plans in accordance with the ANSI Y14.5M- 2009 graphics standards.
- 6.3.4. Construct mechanical, electrical, and plumbing plans and schematics in accordance with the ANSI Y14.5M-2009 graphics standard.
- 6.3.5. Incorporate public spaces and cultural aesthetics in commercial structures.
- 6.3.6. Calculate a rating for energy responsiveness using a sustainable building guideline.

An "X" indicates that the pathway applies to the outcome.

Pathways		Mechanical, Electrical, Plumbing	X	Design		Structural
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 6.4. Construction Drawings: Read and interpret plans and diagrams within a construction drawing set (i.e., topographical, grading and drainage, architectural,

structural, plumbing, mechanical, electrical drawings) to organize a project work sequence.

Competencies

- 6.4.1. Collect and analyze project information to determine resources and tasks required to complete a project.
- 6.4.3. Use architect’s and engineer’s scales to read and interpret construction drawings for material calculations and installation at the jobsite.
- 6.4.4. Read, interpret, and organize construction drawings, specifications and other contractual documents

An “X” indicates that the pathway applies to the outcome.

Pathways	X	Mechanical, Electrical, Plumbing	X	Design	X	Structural
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 6.5. Construction Math: Calculate materials needed to complete construction projects.

Competencies

- 6.5.1. Find surface area and volume for three-dimensional objects, accurate to a specified level of precision.
- 6.5.2. Apply measurement scales to layout length, width, and angle measurements.
- 6.5.3. Apply algebraic procedures and geometric concepts to reading construction documents.
- 6.5.4. Use proportional reasoning and apply indirect measurement techniques (e.g., right triangle trigonometry, properties of similar triangles).

An “X” indicates that the pathway applies to the outcome.

Pathways		Mechanical, Electrical, Plumbing	X	Design	X	Structural
Green Practices		Green-specific		Context-dependent	X	Does not apply

Course 5: ENGINEERING AND ENGINEERING TECHNOLOGIES DESIGN AND DEVELOPMENT

Units of Instruction

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome: 1.1. Employability Skills: Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

Competencies

- 1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations, and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior, and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.
- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits, and abusive behavior.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific	X	Context-dependent	Does not apply

Outcome: 1.2. Leadership and Communications: Process, maintain, evaluate, and disseminate information in a business. Develop leadership and team building to promote collaboration.

Competencies

- 1.2.1. Extract relevant, valid information from materials and cite sources of information.
- 1.2.2. Deliver formal and informal presentations.
- 1.2.3. Identify and use verbal, nonverbal, and active listening skills to communicate effectively.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
- 1.2.6. Use proper grammar and expression in all aspects of communication.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.8. Identify the strengths, weaknesses, and characteristics of leadership styles that influence internal and external workplace relationships.
- 1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications (e.g., common content for large audience, control of tone, speed, cost, lack of non-verbal cues, potential for forwarding information, longevity).
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration, and work in a team.
- 1.2.11. Write professional correspondence, documents, job applications, and résumés.
- 1.2.12. Use technical writing skills to complete forms and create reports.
- 1.2.13. Identify stakeholders and solicit their opinions.
- 1.2.14. Use motivational strategies to accomplish goals.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design
Green Practices		Green-specific	X	Context-dependent	Does not apply

Outcome: 1.3. Business Ethics and Law: Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

Competencies

- 1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.
- 1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.
- 1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
- 1.3.4. Identify how federal and state consumer protection laws affect products and services.
- 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], U.S. Environmental

Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.

- 1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.
- 1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission).
- 1.3.8. Verify compliance with computer, copyright, and intellectual property laws and regulations.
- 1.3.9. Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational, and professional ethical standards.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.4. Knowledge Management and Information Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations.

Competencies

- 1.4.1. Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
- 1.4.2. Select and use software applications to locate, record, analyze, and present information (e.g., word processing, electronic mail, spreadsheet, databases, presentation, Internet search engines).
- 1.4.3. Verify compliance with security rules, regulations, and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to industry pathway.
- 1.4.4. Use system hardware to support software applications.
- 1.4.5. Use information technology tools to maintain, secure, and monitor business records.
- 1.4.6. Use electronic database to access and create business and technical information.
- 1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).
- 1.4.8. Use electronic media to communicate and follow network etiquette guidelines.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.5.Global Environment: Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals.

Competencies

- 1.5.1. Describe how cultural understanding, cultural intelligence skills, and continual awareness are interdependent.
- 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization.
- 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings.
- 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
- 1.5.5. Recognize the ways in which bias and discrimination may influence productivity and profitability.
- 1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.
- 1.5.7. Use intercultural communication skills to exchange ideas and create meaning.
- 1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services and recognition of new opportunities.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design
Green Practices		Green-specific	X	Context-dependent	Does not apply

Outcome: 1.6.Business Literacy: Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations.

Competencies

- 1.6.1. Identify business opportunities.
- 1.6.2. Assess the reality of becoming an entrepreneur, including advantages and disadvantages (e.g., risk vs. reward, reasons for success and failure).
- 1.6.3. Explain the importance of planning your business.
- 1.6.4. Identify types of businesses, ownership, and entities (i.e., individual proprietorships, partnerships, corporations, cooperatives, public, private, profit, not-for-profit).
- 1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments, and interdepartmental interactions.
- 1.6.6. Identify the target market served by the organization, the niche that the organization fills, and outlook of the industry.
- 1.6.7. Identify the effect of supply and demand on products and services.
- 1.6.8. Identify the features and benefits that make an organization's product or service competitive.
- 1.6.9. Explain how the performance of an employee, a department, and an organization is assessed.
- 1.6.10. Describe the impact of globalization on an enterprise or organization.
- 1.6.11. Describe how all business activities of an organization work within the parameters of a budget.
- 1.6.12. Describe classifications of employee benefits, rights, deductions, and compensations.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Outcome: 1.9.Financial Management: Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being.

Competencies

- 1.9.1. Create, analyze, and interpret financial documents (e.g., budgets, income statements).
- 1.9.2. Identify tax obligations
- 1.9.3. Review and summarize savings, investment strategies, and purchasing options (e.g., cash, lease, finance, stocks, bonds).
- 1.9.4. Identify credit types and their uses in order to establish credit.
- 1.9.5. Identify ways to avoid or correct debt problems.
- 1.9.6. Explain how credit ratings and the criteria lenders use to evaluate repayment capacity affect access to loans.
- 1.9.7. Review and summarize categories (types) of insurance and identify how insurances can reduce financial risk.
- 1.9.8. Identify income sources and expenditures.
- 1.9.9. Compare and contrast different banking services available through financial institutions.
- 1.9.10. Identify the role of depreciation in tax planning and liability.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations		x	Design	
Green Practices		Green-specific	X	Context-dependent		Does not apply

Strand 2. Electrical/Electronics

Learners apply principles of electricity and electronics related to electronic theory, alternating and direct current, electronic components, electronic skills, digital electronics and power supplies. Knowledge and skills may be applied to fundamentals of electricity, analyzing and evaluating circuits, assembling components into electrical circuits, creating circuits to perform tasks and operations, wiring components to construct a communications system and providing power to an electrical system.

Outcome: 2.3 Codes and Regulations: Explain and apply the National Electrical Code (NEC) and other building codes.

Competencies

- 2.3.4. Explain the role of Underwriters Laboratory (UL), Canadian Standards Association (CSA), and Intertek Testing Service/Edison Testing Laboratory (ITS/ETL).
- 2.3.5. Locate and apply the information in articles of the NEC and other applicable codes (i.e., Building Officials and Code Administrators [BOCA], Ohio Building Code [OBC], Life

Safety Codes) and explain how they impact job requirements (e.g., service conductors, feeders, branch circuits, overload protection, grounding, bonding requirements).

- 2.3.3 Utilize National Fire Protection Association (NFPA) procedures for NFPA 70E-arc flash boundaries, current-limiting fuses, live work power permits, electrically safe work conditions, emergency worker safety programs, scheduling, energized circuits, and training.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

Outcome: 5.1.The Design Process: Use the engineering design process and quality assurance principles to analyze and solve design problems.

Competencies

- 5.1.1. Describe the role of research, development, and experimentation in design problem solving.
- 5.1.2. Conduct an investigation to identify customer needs, constraints, and criteria.
- 5.1.3. Develop multiple solutions and select an approach.
- 5.1.4. Develop a design proposal and make a model/prototype.
- 5.1.5. Evaluate and redesign a prototype using collected data.
- 5.1.6. Utilize process planning and improvement tools to manage the life cycle of a product.
- 5.1.7. Compare and contrast design considerations for product recycling or disposal for the end of a product's life cycle.
- 5.1.8. Maintain an engineering journal to document progress and capture ideas during the development phase.

An "X" indicates that the pathway applies to the outcome.

Pathways		Operations	X	Design	
Green Practices	X	Green-specific		Context-dependent	X Does not apply

Outcome: 5.2.Sketching and Visualization: Conceptualize and sketch design projects and components.

Competencies

- 5.2.1. Compare and contrast technical sketching and drawing.
- 5.2.2. Sketch possible solutions to an existing design problem.
- 5.2.3. Use tolerancing techniques when dimensioning.
- 5.2.4. Apply annotations on sketches and drawings.

- 5.2.5. Create sketches using integration sketching techniques and styles.
- 5.2.6. Apply coordinate systems (e.g., absolute, relative, user, cylindrical, Cartesian).
- 5.2.7. Sketch geometric forms and shapes.
- 5.2.8. Describe geometric constraints.
- 5.2.9. Select a view to graphically communicate a design solution.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 5.3 Computer-Aided Modeling: Create models to illustrate the design of projects and components.

Competencies

- 5.3.1 Apply manufacturing processes (e.g., casting, molding, forming, separating, conditioning, assembling, finishing, rapid prototyping).
- 5.3.2 Evaluate a sketch and generate a model utilizing three-dimensional modeling software and techniques.
- 5.3.3 Compare and contrast conceptual, physical, and mathematical design models used to check proper design.
- 5.3.4 Perform part manipulation during the creation of an assembly model.
- 5.3.5 Analyze assembly constraints to successfully construct a multipart object.
- 5.3.6 Utilize part libraries effectively during the assembly modeling process.
- 5.3.7 Employ subassemblies during the production of assemblies.
- 5.3.8 Verify drive constraints that simulate the motion of parts in assemblies.
- 5.3.9 Apply adaptive design concepts during the development of sketches, features, parts, and assemblies.
- 5.3.10 Translate a three-dimensional drawing or model into corresponding orthographic drawing views.
- 5.3.11 Evaluate the accuracy of mass properties calculations.
- 5.3.12 Evaluate a model for design imperfections.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design		
Green Practices		Green-specific		Context-dependent	X	Does not apply

Outcome: 5.4. Computer-Aided Drafting: Interpret and prepare technical drawings.

Competencies

- 5.4.1. Create and interpret auxiliary views, orthographic projections, isometric drawings, oblique drawings and perspective drawings.
- 5.4.2. Create a sectional view drawing.
- 5.4.3. Illustrate the types of breaks and symbols used in drawing sectional views.
- 5.4.4. Produce a reverse-engineered drawing from a solid object.

5.4.5. Add technical elements (e.g., parts lists, titles, finishes, tolerances, specifications, hidden surfaces) to drawings.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Outcome: 5.6 Production and Process Design: Plan, set up, monitor, analyze, and control integrated systems.

Competencies

- 5.6.1 Identify the planning and process procedures for production (e.g., corrective preventive actions, audit documentation, Process Failure Mode Effect Analysis [PFMEA]).
- 5.6.2 Use process planning and improvement tools (e.g., flowcharts, diagrams, design for manufacturability [DFM]).
- 5.6.3 Employ project scheduling techniques (e.g., critical path methodology [CPM], project evaluation and review technique [PERT]).
- 5.6.4 Identify criteria and constraints and determine how those will affect the design of the production process.
- 5.6.5 Estimate time, tooling, product packaging, and material costs.
- 5.6.6 Monitor performance against time, tool, and material cost estimates.
- 5.6.7 Set capacity to account for fluctuation in demand.
- 5.6.8 Adjust the plan as necessary to respond to variations (e.g., process, demand, material).
- 5.6.9 Evaluate final solutions and communicate observations, processes, and results.
- 5.6.10 Develop a packaging design that prepares a product for shipping.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	X	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Strand 6. Precision Machining

Learners apply principles of precision machining to measuring work pieces, drawing interpretation, inspection, bench work and layout, power saws, drilling machines, lathes and turning machines, milling machines and grinding machines.

Outcome: 6.1.Measurement and Interpretation: Interpret drawings and documentation and perform measurements.

Competencies

- 6.1.1. Identify measuring tools and gradations used in precision machining and their purposes.
- 6.1.2. Identify typical measurements in precision machining (e.g., angles, diameter, hardness).
- 6.1.3. Identify measuring systems and convert between systems.
- 6.1.4. Measure and inspect work pieces according to product specifications.

6.1.5. Identify information and symbols typically provided in drawings and specifications.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Outcome: 6.2.Layout and Planning: Plan a machining process.

Competencies

- 6.2.1. Determine product requirements, dimensions, and tolerances from drawing and specifications.
- 6.2.2. Determine process steps (e.g., cut, drill, turn, mill, grind, heat treat).
- 6.2.3. Plan individual process steps based on industry standards (e.g., manufacturer's specifications, machining standards).
- 6.2.4. Schedule machining equipment as required.

An "X" indicates that the pathway applies to the outcome.

Pathways	X	Operations	x	Design	
Green Practices		Green-specific		Context-dependent	X Does not apply

Project Lead The Way - PreEngineering Student Assessment Policy

Assessment should facilitate student learning in the following ways:

Assessment needs to become an integral part of good instruction, not isolated from instruction or used as an afterthought. Most powerful assessment activities integrate student conferencing, analytical scoring scales, and portfolios. Good assessment tools should enhance instruction and help inform teachers of what students know and are able to do.

Evaluation should focus on lifetime skills such as, researching, problem-solving, experimenting, creating, reading, writing, and speaking.

Self-monitoring and self-evaluation are key elements of effective evaluation. If students are to be effective thinkers, problem solvers, researchers, and writers, they need to take responsibility for their own record keeping and self- reflection.

Teachers need to use a variety of assessment strategies when evaluating student performance such as, observational records, interviews, checklists, portfolios, performance assessments, and classroom tests.

Assessment should concentrate on the overall development of each child's individual growth and de-emphasize and replace norm-referenced grading.

The more detailed, accurate, and meaningful an assessment method is the more it will provide teachers with information to inform instruction that will aid in students improving their performance over time. Standards once thought attainable by a few have become reasonable expectations for many.

One of the most effective ways to enact the above principles of assessment is with portfolios. Portfolios provide a record of student growth, thinking, self-evaluation, and goal setting. Portfolios represent a student's achievement in particular units of study or growth across a content area. Portfolios may be designed to showcase a student's best work and provide evidence of self-assessment of student performance.

Portfolios should focus on the following themes:

- Student thinking
- Student intellectual growth over time (All information should be dated.)
- Interdisciplinary concerns
- Students viewing themselves as engineers, scientists, or mathematicians
- Problem-solving processes

Suggestions of Portfolio contents:

- Title Page

- Table of Contents
- Evidence of Conceptualization
- Refinement of Ideas
- Evidence of Design Analysis
- Development and Implementation Documents
- Optimization
- Presentation Materials
- Supporting Materials
- Course Rubric
- End of Course Exam

Assessment Methods

The following assessment methods may be used in a variety of combinations by teachers and students in order to gather information on student understanding and instruction. This information should be used in the preparation and designing of future lessons or related activities. Teachers and students should consider the various assessment methods as a means to improve instruction and learning.

Academic prompts – Open-ended statements are questions posed to students resulting in either a written or oral response. An example of an academic prompt may be: Why is this solution the best fit for your problem? Is that the only possible answer? What do you need to do next? Or, statements such as, How would you explain (topic) to someone who wants to learn how (topic) works? Sometimes academic prompts are used to trigger reflection writing in journals. For example, reflect on your work today and complete the following: I was surprised that I...; I discovered that I...; The most important thing I learned today is...; I still have trouble with...; Something I would really like to know is...; I usually give up when...; Sometimes I don't know what to do when I start a project. (Fill in thoughts); I would rather work alone than in a group because...

Checklists – Checklists are used in a variety of forms, such as a listing of expected outcomes during an activity or lesson to a formal checklist used to document work included in a portfolio or journal.

Computerized assessment – A computerized assessment may be commercially prepared or self-developed. It is used as a tool to collect student attitudes, ideas, and concerns about their understanding of a skill, procedure, product, or concept. For example, students may go through a specially designed tutorial that concludes with them completing a formal questionnaire. Sometimes a scale rating is provided and students are asked to assess themselves based on how well they think they are doing in learning the new material.

Put a mark on the scale of where you believe you are
Now, put a mark on the scale of where you believe you belong

Concept mapping – This assessment method allows teachers to gather data on students' misconceptions. This is sometimes referred to as webbing. Students are directed to create a map of their thinking, linking related topics and topics that may or may not seem related. Students use sentences to explain their thinking and linking of words. This type of map enables a teacher to begin to understand the thought patterns of students on a variety of topics and procedures.

Demonstrations/Presentations – Students explain and communicate their understanding of key ideas, concepts, and principles and abilities of processes, techniques, and skills.

Informal observations/discussions/conferences – Quite observation of students either individually or in groups for the purpose of assessing and gathering information on their understanding of concepts, disposition to learning, abilities, and working in groups.

Other evidence – Other evidence may be in the form of observations, work samples, or dialogues for example.

Student self-reflection/assessment – Often academic prompts are used to encourage students to look closely at their learning. Ask students to write about their effectiveness in a small group with questions such as, When I worked with my group, I was pleased with...; After working with this group, I now can improve by...; or When we work together again, we need to...

Performance assessment – This involves identifying the desired skills and abilities students will need and then checking for their level of performance.

Paper and pencil tests – See Tests and Quizzes

Performance tasks – involves presenting students with a technological task or project and then observing, interviewing, and looking at their solutions and products to assess what they actually know and can do.

Portfolios – a formal or informal collection of student work. A portfolio may be in many forms from photographs depicting student growth and understanding to a specialized electronic journal showing work completed over a period of time.

Project/Product(s) – these may take many forms and are limited by time, resources, and imagination.

Individual and group work

Rubric – a rubric is an evaluative device based on the identified criteria taken from the content standards. Points or words are assigned to each phrase or level of accomplishment. This method gives feedback to the students about their work in key categories, and it can be used to communicate student's performance to parents and administrators. A rubric is

designed to assess what and how well students understand the standards addressed in an activity.

Student Interviews – a student interview includes a planned sequence of questions, similar to a job interview. In contrast, a student conference suggests that a discussion with both student and teacher sharing ideas takes place.

Tests and/or Quizzes – a test or quiz is a formal assessment used to determine student understanding and recall. Tests and quizzes may be developed to be used prior to instruction and then repeated after instruction. Often tests or quizzes are designed with a variety of question types, such as multiple choice, fill in the blank, and true or false. Some tests or quizzes use essay questions to illicit student understanding. Most tests are not open ended, though the design of tests and quizzes to incorporate such questions is growing in use.

Project Lead the Way Course Syllabus Introduction to Engineering Design (IED)

1. Course Description

- A. **Aim:** The purpose of Introduction to Engineering Design course is to expose students to the fundamentals of drawing and design.
- B. **Topics to be Covered:** Design Process, Sketching, Reverse Engineering, and Design Problems.
- C. **Place within the Program of Study:** The IED course is the first course of five electives for students interested in pursuing a post-secondary education in engineering.
- D. **Length:** This is a full-year, single period class.
- E. **Prerequisites:** B average in Math and Science. Currently enrolled or completed Algebra I. See teacher for any additional requirements.

2. Instructional Philosophy

Students learn in a variety of ways. The Project Lead The Way philosophy is that the student takes charge of their own learning with the teacher being the facilitator. The course will be taught using demonstration and discussion combined with individual and team-centered project-based learning. In each of the learning sections, students will be given a specific set of performance objectives which allows the student to achieve success.

3. Course Goals

- Describe and utilize the design process
- Sketching as a means of communication
- Utilize dimension and tolerance standards
- Apply advanced modeling skills

4. Major Course Projects

- Puzzle cube
- Cup design
- Train drawing
- Advanced product design
- Reverse engineering

5. Project Outlines

All projects will have a set of performance objectives provided at the beginning of the assignment.

6. Instructional Delivery Plan

Activities engage students in learning skills that are later applied in more complex situations. **Project-based learning** is an approach that presents a project that enables students to synthesize prior knowledge and to individually resolve problems. **Problem-based learning** presents a problem that is relevant and related to the real world. Students

synthesize and construct knowledge to help them actively grapple with the complexities of the problem. Students develop strategies to enable and direct their own learning. When students experience a problem in context, they are more likely to make connections and thus see the value in what they are learning.

7. Assessment Plan
Performance Standards

Student Evaluation

Projects and Tests	65%
Quizzes	25%
Homework	10%

Project Lead the Way Course Syllabus Principles of Engineering (POE)

1. Course Description

- A. Aim:** The purpose of Principles of Engineering course is to expose students to the broad range of mechanical engineering concepts.
- B. Topics to be Covered:** Kinematics, Materials, Thermodynamics, Electricity, Quality and Reliability.
- C. Place within the Program of Study:** This is the second of five Pre-engineering electives.
- D. Length:** This is a full-year, single period class.
- E. Prerequisites:** Introduction to Engineering Design.

2. Instructional Philosophy

Students learn in a variety of ways. The Project Lead The Way philosophy is that the student takes charge of their own learning with the teacher being the facilitator. The course will be taught using demonstration and discussion combined with individual and team-centered project-based learning. In each of the learning sections, students will be given a specific set of performance objectives which allows the student to achieve success.

3. Course Goals

- Explore careers in engineering
- Explore engineering systems, such as fluids, pneumatics, electrical
- Statics and Strength of Materials
- Explain the physics of motion
- Quality and Reliability
-

4. Major Course Projects

- Simple Machines Project
- Mousetrap Cars
- Ballistic Devices
- Tensile Strength
- Fishertechnics- Marble Sorters

5. Project Outlines

All projects will have a set of performance objectives provided at the beginning of the assignment.

6. Instructional Delivery Plan

Activities engage students in learning skills that are later applied in more complex situations. **Project-based learning** is an approach that presents a project that enables students to synthesize prior knowledge and to individually resolve problems. **Problem-based learning** presents a problem that is relevant and related to the real world. Students synthesize and construct knowledge to help them actively grapple with the complexities of the problem.

Students develop strategies to enable and direct their own learning. When students experience a problem in context, they are more likely to make connections and thus see the value in what they are learning.

**7. Assessment Plan
Performance Standards**

Student Evaluation

Projects and Tests	65%
Quizzes	25%
Homework	10%

Project Lead the Way Course Syllabus

Digital Electronics (DE)

1. Course Description

- A. Aim:** The purpose of Digital Electronics course is to expose students to the fundamentals of control systems.
- B. Topics to be Covered:** Fundamentals, Number Systems, Gates, Boolean Algebra, Combination Circuit Design, Adding, Flip-Flops, Shift Registers and Counters, Families and Specifications, and Microprocessors.
- C. Place within the Program of Study:** The DE course is the fourth elective at the high school level for students interested in pursuing a post-secondary education in engineering.
- D. Length:** This is a full-year, single period class.
- E. Prerequisites:** Introduction to Engineering Design, Principles of Engineering or Teacher recommendation.

2. Instructional Philosophy

Students learn in a variety of ways. The Project Lead The Way philosophy is that the student takes charge of their own learning with the teacher being the facilitator. The course will be taught using demonstration and discussion combined with individual and team-centered project-based learning. In each of the learning sections, students will be given a specific set of performance objectives which allows the student to achieve success.

3. Course Goals

- Recognize and apply analog and digital wave forms
- Explain and compare logic gates
- Create and solve Boolean expressions
- Illustrate sequential logic
- Evaluate shift registers and counters
- Identify and use microcontrollers

4. Major Course Projects

- Majority vote
- Date of birth
- Programmable Logic Devise
- Stepper motors
- Advance design problem

5. Project Outlines

All projects will have a set of performance objectives provided at the beginning of the assignment.

6. Instructional Delivery Plan

Activities engage students in learning skills that are later applied in more complex situations. **Project-based learning** is an approach that presents a project that enables students to synthesize prior knowledge and to individually resolve problems. **Problem-based learning** presents a problem that is relevant and related to the real world. Students synthesize and construct knowledge to help them actively grapple with the complexities of the problem. Students develop strategies to enable and direct their own learning. When students experience a problem in context, they are more likely to make connections and thus see the value in what they are learning.

7. Assessment Plan Performance Standards

Student Evaluation

Projects and Tests	65%
Quizzes	25%
Homework	10%

Project Lead the Way Course Syllabus Civil Engineering and Architecture (CEA)

1. Course Description

- A. Aim:** The major focus of the course is a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this property.
- B. Topics to be Covered:** Overview, Project Design, Land Surveying, Landscaping, Water Supply and Waste Water Treatment, Architecture, Structural Engineering,
- C. Place within the Program of Study:** The CEA course is the fifth elective at the high school level for students interested in pursuing a post-secondary education in engineering.
- D. Length:** This is a full-year, single period class.
- E. Prerequisites:** Introduction to Engineering Design, Principles of Engineering, Digital Electronics, and Teacher recommendation.

2. Instructional Philosophy

Students learn in a variety of ways. The Project Lead The Way philosophy is that the student takes charge of their own learning with the teacher being the facilitator. The course will be taught using demonstration and discussion combined with individual and team-centered project-based learning. In each of the learning sections, students will be given a specific set of performance objectives which allows the student to achieve success.

3. Course Goals

- Understand the Roles of Civil Engineers and Architects
- Create a Project Plan
- Develop a Site Plan
- Create a Building Design
- Project Documentation and Presentation

4. Major Course Projects

- Shed Design
- Home Design
- Site information
- Utilities
- Library Design
- Portfolio Development

5. Project Outlines

All projects will have a set of performance objectives provided at the beginning of the assignment.

6. Instructional Delivery Plan

Activities engage students in learning skills that are later applied in more complex situations. **Project-based learning** is an approach that presents a project that enables students to synthesize prior knowledge and to individually resolve problems. **Problem-based learning** presents a problem that is relevant and related to the real world. Students synthesize and construct knowledge to help them actively grapple with the complexities of the problem. Students develop strategies to enable and direct their own learning. When students experience a problem in context, they are more likely to make connections and thus see the value in what they are learning.

**7. Assessment Plan
Performance Standards**

Student Evaluation

Projects and Tests	65%
Quizzes	25%
Homework	10%

Project Lead the Way Course Syllabus Engineering Design and Development (EDD)

1. Course Description

- F. Aim:** The purpose of Engineering Design and Development course is to solve one major engineering problem from conception to resolution.
- G. Topics to be Covered:** Introduction to EDD, Elements of Formal Research, Guided Research, Independent Research, Formal Presentation.
- H. Place within the Program of Study:** The EDD course is the sixth elective at the high school level for students interested in pursuing a post-secondary education in engineering.
- I. Length:** This is a full-year, single period class.
- J. Prerequisites:** Introduction to Engineering Design, Principles of Engineering, Digital Electronics, and Teacher recommendation.

2. Instructional Philosophy

Students learn in a variety of ways. The Project Lead The Way philosophy is that the student takes charge of their own learning with the teacher being the facilitator. The course will be taught using demonstration and discussion combined with individual and team-centered project-based learning. In each of the learning sections, students will be given a specific set of performance objectives which allows the student to achieve success.

3. Course Goals

This course is an engineering research course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process will be used to guide and help your team reach a solution to the problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the school year.

4. Major Course Project

There is one project that is developed throughout the course. Each step of the project will have subsets that the student must complete before beginning the next section. Here are the steps to the project – problem identification, research, decision process, design, build, test and presentation.

5. Project Outlines

All projects will have a set of performance objectives provided at the beginning of the assignment.

6. Instructional Delivery Plan

Activities engage students in learning skills that are later applied in more complex situations. **Project-based learning** is an approach that presents a project that enables students to synthesize prior knowledge and to individually resolve problems. **Problem-based learning** presents a problem that is relevant and related to the real world. Students synthesize and construct knowledge to help them actively grapple with the complexities of

the problem. Students develop strategies to enable and direct their own learning. When students experience a problem in context, they are more likely to make connections and thus see the value in what they are learning.

7. Assessment Plan
Performance Standards

Student Evaluation

Projects and Tests	50%
Quizzes/Homework	25%
Community Service	10%

Marketing Communications

Course of Study

Junior & Senior Program

Developed by:

Laura Ulrich

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

December 18, 2015

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Marketing Advisory Committee of Washington Local School District has reviewed the Marketing Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Marketing Professions, and

WHEREAS, the Marketing Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Marketing Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquiries regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Marketing Course of Study be approved and adopted.

Laura Ulrich
Laura Ulrich
Washington Local Schools
Washington Local Schools
4/29/16
Date

Teacher Name

Business

Date

Tamara Sparks
Person Name
The Andersons
Business
4/29/16
Date

John Darry

Procomp
Business
4-29-16
Date

Chris Marshall

Bx Acquisitions
Business
4/29/16
Date

Business

Date

Business

Date

Business

Date

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Marketing Program Description

Program Philosophy and Goals

The Marketing Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Marketing Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing post-secondary education upon graduation. The program curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Career Paths for the Marketing Professions. This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Marketing Professions document by a panel of representatives from secondary, post-secondary, and business leaders.

Students will earn four credits for their combination of classroom instruction and extensive work-based learning experiences. Students will work in environments where students learn to work as members as marketing team, as well as independently. Leadership development, social responsibility, civic consciousness and vocational understanding will be utilized through membership in Ohio and National DECA.

Upon completion of this program, students will have a more defined idea of future choices at the college level. Many students can receive college credit for their coursework through the College Credit Plus opportunities at Owens Community College.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math
General Physical Science	Biology 1	Science Elective	Integrated Marketing Communication
American Experience	Global Issues	American Government	Management Principles
Health/PE	PE	Marketing Principles	Elective
	Sports & Entertainment Marketing	Professional & Technical Sales	Elective
		Elective	Elective
		Elective	Elective

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by

each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the educational institution as a whole. Internships/ mentoring assignments/ job shadowing are all examples of work-based opportunities.

College Credit Plus opportunities have been developed between University of Toledo and Owens's Community College. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Marketing program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in the Marketing program are also members of DECA which provides the students with the opportunity to experience competitive events at local, state and national levels. In addition to the competitive events, the student learns parliamentary procedures, social responsibility, civic consciousness, leadership development and vocational understanding.

Population Served

The Marketing Program is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
Telemarketer	Retail Manager	Marketing Manager
Event Planner	Digital Marketer	Public Relations Specialist
Retail Sales Representative	Advertising Sales Representative	Buyer
Social Media Specialist	Direct Marketing Specialist	Professional Sales Representative
	Logistics Specialist	Advertising Agent
		Marketing Research Analyst
		Communications Manager
		Promotions Manager

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

Section 7: Scope and Sequence

Curriculum Course Content

Marketing Principles

Subject Code: 144000

This is the first course in the Marketing career field. It introduces students to the specializations offered in Marketing. Students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and law, economic principles and international business. Technology, leadership and communications will be incorporated in classroom activities.

Integrated Marketing Communications

Subject Code: 144010

Students will create, execute, and evaluate promotional strategies and content for advertising, sales promotion, and publicity/public relations. They will apply project management techniques to guide and control promotional campaign development and execution. Students will incorporate motivation theories, branding techniques and design principles in communications with targeted audiences. They will plan and implement procedures to use marketing communications that mitigate image or brand-damaging issues. Technology, employability skills, leadership and communications will be incorporated in classroom activities.

Professional and Technical Sales

Subject Code: 144030

In this course, students will demonstrate sales processes and techniques used in a business-to-business environment. They will develop, grow, and maintain positive business relationships. Students will monitor trends and the business environment to determine the impact on their sales, customers, and competitors. They will negotiate and adjust prices and sales terms. Students will manage sales activities and territories. Technology, employability skills, leadership and communications will be incorporated in classroom activities.

Management Principles

Subject Code: 141025

Students will apply management and motivation theories to plan, organize and direct staff toward goal achievement. They will learn to manage a workforce, lead change, and build relationships with employees and customers. Students will use technology to analyze the internal and external business environment, determine trends impacting business, and examine risks threatening organizational success. Ethical challenges, project management and strategic planning will also be addressed.

Marketing Principles

Strand 1: Business Operations/21st Century Skills

Outcome	1.1 Employability Skills: Given access to online resources and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.2 Leadership and Communications: Given access to online resources and classroom resources, the student will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.3 Business Ethics and Law: Given access to online resources and classroom resources, the student will analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.4 Knowledge Management and Information Technology: Given access to online resources and classroom resources, the student will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.11 Principles of Business Economics: Given access to online resources and classroom resources, the student will examine and employ economic principles, concepts, and policies to accomplish organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 2: Business Foundations

Outcome	2.2 Economic Principles: Given access to online resources and classroom resources, the student will relate principles and concepts of applied economics to business models, business activities and organizational goal achievement as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	2.3 International Business: Given access to online resources and classroom resources, the student will relate factors impacting international business to internal business operations, practices and strategies as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	2.4 Business Processes: Given access to online resources and classroom resources, the student will relate business-process design to organizational structure and organizational goal achievement as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 3: Business Relationships

Outcome	3.3 Business Communications Management: Given access to online resources and classroom resources, the student will apply strategies and procedures to plan, create, implement, and evaluate internal and external company communications as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 5: Marketing

Outcome	5.1 Marketing Fundamentals: Given access to online resources and classroom resources, the student will describe principles of marketing, marketing functions and the factors influencing their effectiveness as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.2 Channel Management: Given access to online resources and classroom resources, the student will apply the concepts and processes needed to identify, select, monitor and evaluate distribution channels that support achievement of organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.3 Marketing Information Management: Given access to online resources and classroom resources, the student will apply the concepts, systems and tools needed to gather, synthesize, evaluate and disseminate marketing information for use in making business decisions that achieve organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.4 Marketing Research: Given access to online resources and classroom resources, the student will apply qualitative and quantitative research methods, techniques and tools to gather, synthesize, evaluate and disseminate information about a specified problem, issue or opportunity for use in making business decisions that achieve organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.5 Market Planning: Given access to online resources and classroom resources, the student will utilize principles and tools to select an audience and to identify and select marketing strategies to reach targeted audiences as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.6 Pricing: Given access to online resources and classroom resources, the student will apply the concepts and strategies needed to determine and adjust prices to maximize return and meet customers or clients' perception of value as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.8 Branding: Given access to online resources and classroom resources, the student will apply branding techniques and methods to acquire position in the minds of internal and external customers that is consistent with organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.9 Marketing Communications: Given access to online resources and classroom resources, the student will apply the concepts and determine the strategies needed to communicate information about products, services, images or ideas to achieve desired outcomes that support organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.11 Selling: Given access to online resources and classroom resources, the student will determine client needs, wants and fears; and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Integrated Marketing Communications

Strand 1: Business Operations/21st Century Skills

Outcome	1.1 Employability Skills: Given access to online resources and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.2 Leadership and Communications: Given access to online resources and classroom resources, the student will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 3: Business Relationships

Outcome	3.1 Customer Relations: Given access to online resources and classroom resources, the student will apply techniques, strategies and tools to develop, maintain and grow positive internal and external customer, or client, relationships as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	3.3 Business Communications Management: Given access to online resources and classroom resources, the student will apply strategies and procedures to plan, create, implement, and evaluate internal and external company communications as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 5: Marketing

Outcome	5.1 Marketing Fundamentals: Given access to online resources and classroom resources, the student will describe principles of marketing, marketing functions and the factors influencing their effectiveness as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.3 Marketing Information Management: Given access to online resources and classroom resources, the student will apply the concepts, systems and tools needed to gather, synthesize, evaluate and disseminate marketing information for use in making business decisions that achieve organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.8 Branding: Given access to online resources and classroom resources, the student will apply branding techniques and methods to acquire position in the minds of internal and external customers that is consistent with organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.9 Marketing Communications: Given access to online resources and classroom resources, the student will apply the concepts and determine the strategies needed to communicate information about products, services, images or ideas to achieve desired outcomes that support organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.10 Marketing Communications Management: Given access to online resources and classroom resources, the student will plan and control marketing communications activities consistent with brand guidelines, organizational and departmental strategies and marketing plans and budgets as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.11 Selling: Given access to online resources and classroom resources, the student will determine client needs, wants and fears; and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.12 Marketing Operations: Given access to online resources and classroom resources, the student will apply operational policies to perform procedures and activities that ensure marketing's efficiency and effectiveness as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 6: Resource Management

Outcome	6.3 Business Applications: Given access to online resources and classroom resources, the student will apply tools, processes and procedures to manage the efficient and effective use of technology to achieve organizational goals as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 8: Process Management

Outcome	8.3 Project Management: Given access to online resources and classroom resources, the student will plan, manage, monitor, and control projects to improve workflow, minimize costs, and achieve intended project outcomes using planning and project-management tools as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 10: Strategic Management

Outcome	10.1 Strategic Planning: Given access to online resources and classroom resources, the student will implement planning tools to guide organization's or department's activities as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	10.2 Strategic Execution: Given access to online resources and classroom resources, the student will apply the principles and concepts used to align organizational and departmental strategies with tactical execution plans as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Professional and Technical Sales

Strand 1: Business Operations/21st Century Skills

Outcome	1.1 Employability Skills: Given access to online resources and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.2 Leadership and Communications: Given access to online resources and classroom resources, the student will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.3 Business Ethics and Law: Given access to online resources and classroom resources, the student will analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.4 Knowledge Management and Information Technology: Given access to online resources and classroom resources, the student will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 3: Business Relationships

Outcome	3.1 Customer Relations: Given access to online resources and classroom resources, the student will apply techniques, strategies and tools to develop, maintain and grow positive internal and external customer, or client, relationships as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	3.2 Relationship Management: Given access to online resources and classroom resources, the student will apply techniques and strategies to develop, maintain and grow positive relationships with employees, peers and stakeholders as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	3.3 Business Communications Management: Given access to online resources and classroom resources, the student will apply strategies and procedures to plan, create, implement, and evaluate internal and external company communications as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 5: Marketing

Outcome	5.1 Marketing Fundamentals: Given access to online resources and classroom resources, the student will describe principles of marketing, marketing functions and the factors influencing their effectiveness as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.3 Marketing Information Management: Given access to online resources and classroom resources, the student will apply the concepts, systems and tools needed to gather, synthesize, evaluate and disseminate marketing information for use in making business decisions that achieve organizational goals and objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.5 Market Planning: Given access to online resources and classroom resources, the student will utilize principles and tools to select an audience and to identify and select marketing strategies to reach targeted audiences as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.6 Pricing: Given access to online resources and classroom resources, the student will apply the concepts and strategies needed to determine and adjust prices to maximize return and meet customers or clients' perception of value as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.11 Selling: Given access to online resources and classroom resources, the student will determine client needs, wants and fears; and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	5.12 Marketing Operations: Given access to online resources and classroom resources, the student will apply operational policies to perform procedures and activities that ensure marketing's efficiency and effectiveness as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 6: Resource Management

Outcome	6.1 Management Fundamentals: Given access to online resources and classroom resources, the student will describe business management practices and their contributions to goal achievement and organizational success as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Management Principles

Strand 1: Business Operations/21st Century Skills

Outcome	1.1 Employability Skills: Given access to online resources and classroom resources, the student will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.2 Leadership and Communications: Given access to online resources and classroom resources, the student will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.3 Business Ethics and Law: Given access to online resources and classroom resources, the student will analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	1.4 Knowledge Management and Information Technology: Given access to online resources and classroom resources, the student will demonstrate current and emerging strategies and technologies used to collect analyze record and share information in business operations as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 2: Business Foundations

Outcome	2.1 Business Activities: Given access to online resources and classroom resources, the student will relate business functions to business models, business strategies and organizational goal achievement as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	2.4 Business Processes: Given access to online resources and classroom resources, the student will relate business process design to organizational structure and organizational goal achievement as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 3: Business Relationships

Outcome	3.2 Relationship Management: Given access to online resources and classroom resources, the student will apply techniques and strategies to develop, maintain and grow positive relationships with employees, peers and stakeholders as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	3.3 Business Communications Management: Given access to online resources and classroom resources, the student will apply strategies and procedures to plan, create, implement, and evaluate internal and external company communications as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 4: Business Governance

Outcome	4.1 Enterprise Risk Management Fundamentals: Given access to online resources and classroom resources, the student will apply foundational business skills and tools to identify risks and seize opportunities related to the achievement of business objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	4.3 Compliance: Given access to online resources and classroom resources, the student will develop compliance systems, processes and procedures used to manage compliance risk across an organization as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	4.6 Corporate Social Responsibility (CSR): Given access to online resources and classroom resources, the student will interpret, apply and communicate an organization's ethics and social responsibility policies and code of conduct in routine and ambiguous situations as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	4.7 Governance Structures: Given access to online resources and classroom resources, the student will relate governance structures to organizational goal achievement as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 6: Resource Management

Outcome	6.1 Management Fundamentals: Given access to online resources and classroom resources, the student will describe business management practices and their contributions to goal achievement and organizational success as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	6.2 Information Management: Given access to online resources and classroom resources, the student will institute and evaluate information management tools, policies, procedures and strategies to achieve business unit and organizational goals as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	6.7 Talent Onboarding and Development: Given access to online resources and classroom resources, the student will apply strategies, policies and procedures to orient new hires and provide growth opportunities to engage new and existing union and non-union employees in the workplace as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	6.9 Employee Engagement, Experience and Relations: Given access to online resources and classroom resources, the student will identify and administer strategies, policies, activities and procedures to promote employee satisfaction, engagement and retention and to minimize costs as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 7: Operations Management

Outcome	7.4 Quality Management: Given access to online resources and classroom resources, the student will design, implement, and manage quality-control processes to minimize errors, expedite workflow, and achieve performance objectives at a reasonable cost, using continuous improvement techniques (e.g., lean, Six Sigma or DMAIC [Define, Measure, Analyze, Improve, Control]) as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 8: Process Management

Outcome	8.3 Project Management: Given access to online resources and classroom resources, the student will plan, manage, monitor, and control projects to improve workflow, minimize costs, and achieve intended project outcomes using planning and project-management tools as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Strand 10: Strategic Management

Outcome	10.1 Strategic Planning: Given access to online resources and classroom resources, the student will implement planning tools to guide organization's or department's activities as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Outcome	10.3 Change Management: Given access to online resources and classroom resources, the student will adapt to, manage, and create change initiatives in an organization to accomplish organizational objectives as assessed by quiz or test scores at a 75% or higher, presentations, speeches, mock interviews or DECA role plays.
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Curriculum Mapping
Junior Level

Week	Technical Content (# and/or Outcome)	Course Name	Course #
All Weeks	1.1 – 1.4 & 1.11 Employability Skills, Leadership & Communications, Business Ethics & Law, Knowledge Management & Information Technology, Principles of Business Economics (1.1.2, 1.1.3, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.2.10, 1.3.4, 1.3.6, 1.4.2, 1.11.2, 1.11.9)	Marketing Principles	144000 & 144030
1	5.1 Marketing Fundamentals (5.1.1, 5.1.2, 5.1.3, 5.1.4)	Marketing Principles	144000
2	5.1 Marketing Fundamentals (5.1.5, 5.1.6, 5.1.7, 5.1.8)	Marketing Principles	144000
3	5.1 Marketing Fundamentals (5.1.9, 5.1.10, 5.1.11, 5.1.12)	Marketing Principles	144000
4	5.2 Channel Management (5.2.1)	Marketing Principles	144000
5	5.3 Marketing Information Management (5.3.1, 5.3.2, 5.3.3)	Marketing Principles	144000
6	5.4 Marketing Research (5.4.1)	Marketing Principles	144000
7	5.5 Market Planning (5.5.1, 5.5.2, 5.5.3)	Marketing Principles	144000
8	5.6 Pricing (5.6.1, 5.6.9, 5.6.10)	Marketing Principles	144000
9	5.8 Branding (5.8.1, 5.8.4, 5.8.6)	Marketing Principles	144000
10	5.9 Marketing Communications (5.9.1)	Marketing Principles	144000
11	5.11 Selling (5.11.3, 5.11.4)	Marketing Principles	144000
12	2.2 Economic Principles (2.2.8, 2.2.10, 2.2.11)	Marketing Principles	144000
13	2.2 Economic Principles (2.2.12, 2.2.13, 2.2.15)	Marketing Principles	144000
14	2.3 International Business (2.3.1)	Marketing Principles	144000
15	2.4 Business Processes (2.4.4)	Marketing Principles	144000
16	3.3 Business Communications Management (3.3.5)	Marketing Principles	144000
17	1.2 – 1.4 & 1.11 Employability Skills, Leadership & Communications, Business Ethics & Law, Knowledge Management & Information Technology, Principles of Business Economics (1.1.2, 1.1.3, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.2.10, 1.3.4, 1.3.6, 1.4.2, 1.11.2, 1.11.9)	Marketing Principles	144000
18	1.3 – 1.4 & 1.11 Employability Skills, Leadership & Communications, Business Ethics &	Marketing Principles	144000

	Law, Knowledge Management & Information Technology, Principles of Business Economics (1.1.2, 1.1.3, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.2.10, 1.3.4, 1.3.6, 1.4.2, 1.11.2, 1.11.9)		
	Semester Exams		
All Weeks	1.1-1.4 Employability Skills, Leadership & Communications, Business Ethics & Law, Knowledge Management & Information Technology (1.1.2, 1.1.8, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.2.9, 1.2.10, 1.2.12, 1.2.13, 1.3.6, 1.3.9, 1.4.2, 1.4.6, 1.4.7)	Professional & Technical Sales	144030
19	3.1 Customer Relations (3.1.1, 3.1.2, 3.1.3)	Professional & Technical Sales	144030
20	3.1 Customer Relations (3.1.4, 3.1.5)	Professional & Technical Sales	144030
21	3.1 Customer Relations (3.1.6, 3.1.7, 3.1.8)	Professional & Technical Sales	144030
22	3.2 Relationship Management (3.2.1, 3.2.5, 3.2.7, 3.2.8)	Professional & Technical Sales	144030
23	3.2 Relationship Management (3.2.9, 3.2.10, 3.2.11)	Professional & Technical Sales	144030
24	3.3 Business Communications Management (3.3.4, 3.3.5, 3.3.8)	Professional & Technical Sales	144030
25	3.3 Business Communications Management (3.3.12, 3.3.13, 3.3.14)	Professional & Technical Sales	144030
26	5.1 Marketing Fundamentals (5.1.1, 5.1.2)	Professional & Technical Sales	144030
27	5.1 Marketing Fundamentals (5.1.10, 5.1.11)	Professional & Technical Sales	144030
28	5.3 Marketing Information Management (5.3.5, 5.3.7)	Professional & Technical Sales	144030
29	5.5 Market Planning (5.5.5, 5.5.8, 5.5.9, 5.5.10, 5.5.14)	Professional & Technical Sales	144030
30	5.6 Pricing (5.6.3, 5.6.4, 5.6.5, 5.6.6, 5.6.7)	Professional & Technical Sales	144030
31	5.11 Selling (5.11.1, 5.11.2, 5.11.35.11.4)	Professional & Technical Sales	144030
32	5.11 Selling (5.11.5, 5.11.6, 5.11.7)	Professional & Technical Sales	144030
33	5.11 Selling (5.11.8, 5.11.9, 5.11.10)	Professional & Technical Sales	144030
34	5.11 Selling (5.11.11, 5.11.12, 5.11.13, 5.11.14)	Professional & Technical Sales	144030
35	5.12 Marketing Operations (5.12.7)	Professional & Technical Sales	144030
36	6.1 Management Fundamentals (6.1.2)	Professional & Technical Sales	144030

Final Exams

Senior Level Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
All Weeks	1.1, 1.2 & 1.4 Employability Skills, Leadership & Communications, Knowledge Management & Information Technology (1.1.2, 1.2.1, 1.2.2, 1.2.5, 1.2.7, 1.2.9, 1.2.10, 1.2.12, 1.2.13, 1.4.2)	Integrated Marketing Communications	144010
1	3.1 Customer Relations (3.1.6, 3.1.9)	Integrated Marketing Communications	144010
2	3.3 Business Communications Management (3.3.8, 3.3.9, 3.3.10, 3.3.12)	Integrated Marketing Communications	144010
3	5.1 & 5.3 Marketing Fundamentals & Marketing Information Management (5.1.9, 5.3.5)	Integrated Marketing Communications	144010
4	5.8 Branding (5.8.1, 5.8.6, 5.8.9, 5.8.11, 5.8.13)	Integrated Marketing Communications	144010
5	5.9 Marketing Communications (5.9.1, 5.9.2, 5.9.3)	Integrated Marketing Communications	144010
6	5.9 Marketing Communications (5.9.4, 5.9.5, 5.9.6, 5.9.7)	Integrated Marketing Communications	144010
7	5.9 Marketing Communications (5.9.8, 5.9.9, 5.9.10)	Integrated Marketing Communications	144010
8	5.9 Marketing Communications (5.9.11, 5.9.12, 5.9.13)	Integrated Marketing Communications	144010
9	5.10 Marketing Communications Management (5.10.1, 5.10.2, 5.10.4)	Integrated Marketing Communications	144010
10	5.10 Marketing Communications Management (5.10.5, 5.10.6, 5.10.7)	Integrated Marketing Communications	144010
11	5.11 Selling (5.11.1, 5.11.4)	Integrated Marketing Communications	144010
12	5.12 Marketing Operations (5.12.1, 5.12.5, 5.12.6, 5.12.7)	Integrated Marketing Communications	144010
13	6.3 Business Applications (6.3.4, 6.3.5)	Integrated Marketing Communications	144010
14	8.3 Project Management (8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5)	Integrated Marketing Communications	144010
15	8.3 Project Management (8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.3.10)	Integrated Marketing Communications	144010
16	10.1 Strategic Planning (10.1.4, 10.1.6, 10.1.7)	Integrated Marketing Communications	144010
17	10.2 Strategic Execution (10.2.1, 10.2.2, 10.2.3)	Integrated Marketing Communications	144010

18	10.2 Strategic Execution (10.2.4, 10.2.5, 10.2.6, 10.2.7)	Integrated Marketing Communications	144010
	Semester Exams		
All Weeks	1.1, 1.2, 1.3, 1.4 Employability Skills, Leadership & Communications, Business Ethics and Law, Knowledge Management and Information Technology (1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.2.8, 1.2.9, 1.2.10, 1.3.6, 1.4.2)	Management Principles	141025
19	2.1 & 2.4 Business Activities & Business Processes (2.1.12, 2.4.1, 2.4.5, 2.4.7, 2.4.8)	Management Principles	141025
20	3.2 Relationship Management (3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.10)	Management Principles	141025
21	3.3 Business Communication Management (3.3.2, 3.3.4, 3.3.6, 3.3.7)	Management Principles	141025
22	4.1 Enterprise Risk Management Fundamentals (4.1.1, 4.1.2)	Management Principles	141025
23	4.3 Compliance (4.3.1, 4.3.2)	Management Principles	141025
24	4.6 Corporate Social Responsibility (CSR) (4.6.1, 4.6.2, 4.6.3, 4.6.4)	Management Principles	141025
25	4.7 & 6.1 (Governance Structures & Management Fundamentals (4.7.1, 6.1.1, 6.1.2)	Management Principles	141025
26	6.1 Management Fundamentals (6.1.3, 6.1.4, 6.1.5, 6.1.6)	Management Principles	141025
27	6.1 Management Fundamentals (6.1.7, 6.1.9, 6.1.10, 6.1.11)	Management Principles	141025
28	6.1 Management Fundamentals (6.1.12, 6.1.13, 6.1.14, 6.1.15)	Management Principles	141025
29	6.2 Information Management (6.2.3, 6.2.7)	Management Principles	141025
30	6.7 Talent Onboarding and Development (6.7.3, 6.7.5)	Management Principles	141025
31	6.7 Talent Onboarding and Development (6.7.6, 6.7.8, 6.7.10)	Management Principles	141025
32	6.9 Employee Engagement, Experience and Relations (6.9.1, 6.9.2, 6.9.3)	Management Principles	141025
33	6.9 Employee Engagement, Experience and Relations (6.9.4, 6.9.5, 6.9.6, 6.9.7)	Management Principles	141025
34	7.4 & 8.3 Quality Management & Project Management (7.4.1, 7.4.2, 8.3.1, 8.3.2)	Management Principles	141025
35	10.1 & 10.3 Strategic Planning & Change Management (10.1.1, 10.1.3, 10.1.4, 10.3.1, 10.3.2, 10.3.3)	Management Principles	141025
36	10.3 Change Management (10.3.4, 10.3.5, 10.3.6, 10.3.7, 10.3.8)	Management Principles	141025

	Final Exams		
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Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Quizzes
- Post Tests
- Teacher observation and evaluation
- Role Plays
- Class discussions
- Presentations
- Employability grades
- DECA Competitions
- Work-based learning experiences
- Senior Projects

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

Grading Scale

% Grade	10-Point Grading Scale			
	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

Students are expected to participate in the following activities through Ohio DECA:

- All students are expected to become members of Ohio and National DECA and represent the school and district respectively.
- Compete at the Ohio DECA district level as a minimum

**Marketing 1 Junior Level
Course Syllabus**

Instructor: Mrs. Laura Ulrich
 Email: LUlrich@wls4kids.org
 Marketing Office: CTC 107 473-8377
 Length: 2 semesters
 Credits: 2
 Prerequisite: Intro to Marketing recommended
 Fee: \$10.00
 \$14.00 DECA Membership

Description: This is a core course for the intense study of marketing. The course is designed for students interested in learning marketing concepts such as sales, advertising, promotion, and entrepreneurship. Students should be interested in succeeding in the marketing industry and be genuinely enthusiastic about the program. Participation in DECA activities is required.

Textbook: Marketing Essentials, Farese, Kimbrell, Woloszyk

Websites: glencoe.com, ohiodeca.org, deca.org

Supplies: Every day please bring the following:

1. Textbook
2. Folder to keep work in
3. Writing utensil
4. Paper
5. Positive attitude

Grading: Related grades account for **90%** of your overall grade.
 Related work consists of:

Bell Ringer Activities	~5 pts each
Homework assignments	10-20 pts each
Quizzes	30 points each
Tests	100 points each
Projects/presentations	30-100 points each
5 Community Service Hours/semester	100 points total

Employability grades account for **10%** of your overall grade.
 Employability assessment consists of:

Daily Attendance	10 pts each day
Being Prepared	5 pts each day
Participation	5 pts each day

Grading Scale:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-0

I, _____, have read
 and agree to abide by the above material.

Student Signature

Parent Signature

Marketing 2 – Senior Level Course Syllabus

Instructor: Mrs. Ulrich
 Email: LUlrich@wls4kids.org
 Marketing Office: CTC 107 473-8377
 Length: 2 semesters
 Credits: 2

Prerequisite: Marketing Management & Research 1
 Fee: \$12.00
 \$14.00 DECA Membership

Description: The Marketing Management & Research 2 course is designed for students interested in advertising, logistics, marketing research, product design and selling. The students will apply communication skills, use of scientific problem solving and application to technology to marketing situations. Students will engage in a capstone/senior project culminating their experience in marketing. Students will be required to belong and participate in DECA activities.

Textbook: Marketing Essentials, Farese, Kimbrell, Woloszyk

Websites: glencoe.com, ohiodeca.org, deca.org

Supplies: Every day please bring the following:

1. Textbook
2. Folder to keep work in
3. Writing utensil
4. Paper
5. Positive attitude

Grading: Related grades account for **90%** of your overall grade.

Related work consists of:	Bell Ringer Activities	~5 pts each
	Homework assignments	10-20 pts each
	Quizzes	30 points each
	Tests	100 points each
	Projects/presentations	30-100 points each
	Senior Project	200 points
	5 Community Service Hours/semester	100 points total

Employability grades account for **10%** of your overall grade.

Employability assessment consists of:	Daily Attendance	10 pts each day
	Being Prepared	5 pts each day
	Participation	5 pts each day

Grading Scale:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-0

I, _____, have read
and agree to abide by the above material.

Student Signature

Parent Signature

Media Arts BO

Taxonomy #340015

Course of Study

Junior & Senior Program

Developed by:

Gary W. O'Connor

Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive, Toledo Ohio 43613
419-473-8460
www.wls4kids.org

September, 2015

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SECTION 1a: Resolution

Washington Local School Board

WHEREAS, the Media Arts Advisory Committee of Washington Local School District has reviewed the Media Arts Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Media Arts, and

WHEREAS, the Media Arts Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt Media Arts Course of Study.

Approval date: _____

Superintendent

Board President

Section 1b: Acknowledgements

A number of individuals contributed their time and expertise to the development of this course of study. Those listed below provided vision, implementation and continued support for this program.

I would like to thank those from the school district:

Thomas Ilstrup, Washington Local Schools, Board President
David Hunter, Washington Local Schools, Board Member
Eric Kiser, Washington Local Schools, Board Member
Patricia Pedro-Carmean, Washington Local Schools Board Member
James Langenderfer, Washington Local Schools Board Member
Patrick Hickey, Washington Local School, Superintendent
Cherie Mourlam, Washington Local School, Assistant Superintendent
Kristine Martin, Whitmer High School, Principal
Albert Bernhardt, Whitmer High School, Assistant Principal – Curriculum
Debra Heban, Whitmer High School, CTC Director
Eric Landversicht, University of Toledo Instructor
Kathy Siebenaler, Ohio College Tech Prep, Executive Director/Chief Administrator
Karen Bleeks, Ohio College Tech Prep, Tech Prep Consultant

I would like to thank those from the program advisory committee:

Dr. Jacqueline Layng, Professor, University of Toledo, Department of Communication
William Tapper, WBIR Technical Operations Manager
Tom Cole, BCSN Anchor
Mason Lowry, BCSN Analyst
Ashley Roth, Blue Fin Media Analyst
Gary Sensenstein, WNWO Master Control Operator
Frank Rao, Freelance Camera Operator
Bobby Landis, Full Sail University Student

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquiries regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Media Arts Course of Study based on the Ohio Career Field Technical Content Standard for Media Arts be approved and adopted.

Name <u>Dr. Jacqueline Loring</u>	Name <u>William Tappet</u>
Business Name <u>University of Toledo, Dept. of Communications</u>	Business Name <u>WBIR Technical Operations Mgr</u>
Signature <u><i>Dr. Jacqueline Loring</i></u>	Signature <u><i>William Tappet</i></u>
Date <u>7/20/16</u>	Date <u>4/25/16</u>

Name <u>Debra S. Heban</u>	Name <u>Ashley Roth</u>
Business Name <u>DIRECTOR</u>	Business Name <u>Blue Fin Media</u>
Signature <u><i>Debra S. Heban</i></u>	Signature <u><i>Ashley Roth</i></u>
Date <u>5/3/16</u>	Date <u>7/26/16</u>

Name <u>Mason Lowry</u>	Name <u>Gary Sensenstein</u>
Business Name <u>BCSN Analyst</u>	Business Name <u>WNWO Master Control Operator</u>
Signature <u><i>Mason Lowry</i></u>	Signature <u><i>Gary Sensenstein</i></u>
Date <u>5-3-16</u>	Date <u>29 APR '16</u>

Name _____	Name _____
Business Name _____	Business Name _____
Signature _____	Signature _____

Section 3: Approval by School Board Resolution

Washington Local School Board

WHEREAS, the Media Arts Advisory Committee of the Washington Local school district has reviewed the Media Arts Course of Study, and WHEREAS, the course of study is based upon the Ohio Career Field Technical Content Standards for (Media Arts), and

WHEREAS, the Media Arts Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs,

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Washington Local school district adopt the Media Arts Course of Study.

Approval date: _____

Superintendent _____

Approval date: _____

Board President _____

Section 4: : DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self-image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Media Arts Program Design

Media Arts Program Philosophy

The primary goal of the Media Arts Program is to provide our students with the specialized knowledge and skills necessary to enter the job market or participate in future educational programs, while recognizing their rights and responsibilities as productive citizens of this society. Our emphasis is on the technical knowledge and occupational skills development needed for the world of work. These skills are at the core of this instructional program and are necessary for securing and maintaining employment, leadership and cooperative activities.

It is our belief, that the Media Arts program should foster the development of fully functioning individuals who achieve a balance between their places of employment and in their personal lives. To function in our complex society, young adults must master human relations skills, the abilities to think logically and to make decisions, and the basic skills associated with employment.

Media Arts Program Goals

The goals of the program are to develop Media Arts skills, thereby increasing the likelihood that participants will obtain employment and/ or continue their education in college or specific Media Arts schools. Primary units of instruction focus on the following areas:

- Student self esteem
- Work ethic
- Creative thinking and problem solving
- Employability skills
- Group interaction and communication skills
- Computer technology related to Media Arts Industry

Overview of Media Arts Program

The Media Arts Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in pursuing post-secondary education upon graduation. The program curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Career Paths for the Teaching Professions.

This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Media Arts document by a panel of representatives from secondary, post-secondary, and business leaders.

Students will earn four credits for their combination of classroom instruction and extensive work-based learning experiences. Based upon their interest, students are encouraged to engage in extra studies of topics of interest for increasing their knowledge of said topic. Students are encouraged to enter into local and area film competitions to improve their

knowledge of editing and the writing process that can apply directly to broadcasting journalism.

Upon completion of this program, students will have a more defined idea of future choices at the college level. They are also encouraged to present their demo reel and writing to their college advisor early in their program.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following high school portion of the program of study is a recommended sequence for students interested in this career field.

Sample Program of Study

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 1	English 2	English 3	English 4
Algebra 1	Geometry	Algebra 2	Senior Math
9 th Grade Science	Biology	Chemistry	Senior Science
here Social Studies	Social Studies	Social Studies	Elective
Health/PE	PE	Career Technical Course Video Production and Motion Graphics	Career Technical Course Advanced Video Production and Broadcast Journalism
Introduction to Media Arts (9 or 10) Or Elective	Introduction to Media Arts (9 or 10) Or Elective		
Fine art of tech credit (elective)	Fine art or tech credit (elective)		

In the 11th and 12th grade component of the Media Arts program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each curriculum contains outcomes and competencies which are required. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from Media Arts. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

The basic instructional philosophy for the program encourages project-based learning. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel to learn more about the industry as a whole. Early placement/ internships/ mentoring assignments/ job shadowing are all examples of work-based opportunities.

College credit opportunities for Media Arts have been developed between Whitmer High School and various institutions of higher learning. There is on-going dialogue following the established process and procedures between our school and each participating institutions of higher learning to develop and maintain the college credit opportunities. Opportunities may include college credit plus, articulated credit, CT2, waiver of classes or other formats providing time-shortened or advanced skill college degree paths.

Technology is an integral part of the Media Arts program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled Media Arts are also members of Business Professionals of America. Participation in BPA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility. Students are also encouraged to also participate in the Tech Prep Regional Showcase and local film competitions.

Statement of Expectation of Participation in a Career Technical Student Organization

All Media Arts students are required to be members of the Whitmer CTC Media Arts organization. Each student will be offered the opportunity and are expected to participate in the organization. This includes communicating a strong, positive image in the local community, leadership opportunities and other activities and Participation in Media Arts provides the student with experiences in competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility.

Population Served

The Media Arts Program is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

Media Arts program areas prepare students for careers in various fields of communication such as journalism and commercial photography and film. Students gain the necessary technical and academic skills to develop and distribute mass media content.

Careers for which this pathway prepares students include:

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate Degree Exit Careers
PA Announcer	Reporter	Broadcast News Anchor
Associate Editor	Broadcast Engineer	Senior Producer
Camera Operator	Editor	Program Director
Assistant Key Grip	Floor Director	Production Manager
Dolly Grip	Sound Engineer	Senior Video Editor
Graphics Assistant	Video Production Coordinator	Editor in Chief
Audio Production Assistant	Station floor manager	Director of Motion Graphics
Video Sales Associate	Lighting Director	Director of Online Media
Boom Operator	Graphics Technician	Director of News and Public Affairs
Video Production Assistant	Documentary Film maker	Director of Digital Advertising
Digital Advertising Assistant	Story board artist	
Rigger	ENG- Electronic New Gathering Producer	

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

CTSO Organizations

As a member, students' in Media Arts will be actively involved in the Business Professionals of America organization (BPA). BPA allows students to take on leadership roles, gain important employability skills and entrepreneurial skills, As a member, the students will be expected to compete in relate skills competitions with other Media Arts programs in the state.

Course Summaries

Video Production

Subject Code: 340145

This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.

Motion Graphics

Subject Code: 340125

From script to storyboard and special effects, students develop products focused on a central theme and purpose. Using commercial and open-source digital animation software, they create an illusion of motion that extends beyond traditional frame-by-frame footage. They learn skills and techniques involving music, animation, text, voice, photos and videos. Products are adjusted for access through computers, mobile devices, game consoles, projectors, radio and TV.

Video Broadcast

Subject Code: 340140

This course focuses on video broadcast for the journalism industry. Skills attained include interviewing, image capture, color manipulation, audio and video blend, lighting and editing. Students critique news broadcasts and research content. They plan and shoot video for live and recorded use in a specific time slot while adhering to laws related to defamation, libel, copyright and privacy.

Media Arts Writing

Subject Code: 340115

Copy for news stories, technical journals, advertisements and social media has similarities and differences. This course focuses on creating and adapting content for multiple purposes with print, radio, TV and the Web. Students conduct and synthesize research and interviews to write persuasive and unbiased copy. They evaluate and edit text for purpose, style, space limitations and accuracy. They accentuate messaging with design elements. Strategies to determine audience impact are engaged.

Section 7: Scope and Sequence

340145 Video Production

Course Description:

This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.

- Strand 1. Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.
- TPO 1.1. Employability Skills**
Students will develop career awareness and employability skills (e.g., face to face, online) needed for gaining and maintaining employment in diverse business settings as assessed by mock interviews and scoring at least 70% on a written paper about at least one occupation in the Media Arts career field.
- TPO 1.2. Leadership and Communications**
Students will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed and demonstrated through delivery of formal and informal presentations while producing works that have an 85% accuracy of proper grammar use.
- TPO 1.3. Business Ethics and Law**
Students will analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as evidenced by 100% of works produced follow proper computer and intellectual property laws and regulations
- TPO 1.4. Knowledge Management and Information Technology**
Students will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations.
- TPO 1.5. Global Environment**
Students will evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals and will produce works that follow those strategies and goals 100% of the time.
- TPO 1.6. Business Literacy**
By shadowing a professional at a news station or media outlet, students will develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations through creating their own Media business plan.
- TPO 1.7. Entrepreneurship/Entrepreneurs**
Through shadowing a professional at a news station or media outlet, students will analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment. They will complete a worksheet of their experience and discuss their findings.

- TPO 1.8. Operations Management**
Students will plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives, after their shadowing opportunity, they will provide 3 examples of excellent contributions to goals and objectives and 1 change they think would enhance the company.
- TPO 1.9. Financial Management**
Students will read an article on a media company and compare the financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being. They will evaluate the company as a company that will excel or eventually fail as they justify their answer.
- TPO 1.10. Sales and Marketing**
Students will manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service through producing mock promotional items and costs in an effort to accomplish creating a product for a customer.
- TPO 1.11. Principles of Business Economics**
After watching an assigned journalistic story, students will examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives by providing a written evaluation of the story.
- Strand 2. Design**
Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.
- TPO 2.1. Art Elements and Design Principles**
After viewing professional works, students will analyze works of art for the art elements and the design principles needed to create professional products. Students will then create their own professional work.
- TPO 2.2. Color Theory**
Through color grading assignments, students will assess the use of color for commercial design and pass a color test by color grading a video that currently has color issues.
- TPO 2.4. Visual Layouts**
Through storyboarding, students will create layouts for pre-production and analyze the communicative effects on the commercial product. Products will be evaluated by a group of their peers to determine clarity of the layout for production.
- Strand 3. Written Content Creation**
Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.
- TPO 3.1. Career-based Writing**
After being given a writing assignment related to fact-entertainment-and marketing based copy, students will develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy by producing works that are related to each.
- TPO 3.2. Entertainment-based Writing**
Through a class assignment, students will produce copy for products designed for amusement and enjoyment. Student works will be based on class reaction to product developed.

- TPO 3.4. Market-based Writing**
Through class assignment, students will write concise, creative, memorable, sellable copy for advertising, public relations and proposals after going out and finding a group within the school who wants their program marketed. They will be assessed based on the group leaders willingness to want to use the product.
- Strand 4. Audio, Video and Photo Imaging**
Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.
- TPO 4.1. Science of Sound**
Through daily broadcasting and productions, students will apply the characteristics and properties of sound to a professional production on 100% of the products turned in for grading.
- TPO 4.2. Audio Capturing**
Using microphones and professional recording devices for daily broadcasting and productions, students will apply the principles and properties of how sound is measured, converted and perceived to capture an audio recording for professional purposes on 100% of the products turned in for grading.
- TPO 4.3. Audio Operations**
Using a sound board and through daily broadcasting and productions, students will manipulate recordings for professional purposes on 100% of the products turned in for grading.
- TPO 4.4. Lighting**
Through lighting lessons and exploring light properties, students will measure and manipulate lighting based on the characteristics and properties of light. Students' products will be measured based on utilizing light properties to create the effect they need.
- TPO 4.5. Photography**
Using Photoshop and proper rules of composition, students will capture and edit still images for commercial purposes to create works for their products. Students will be assessed on utilizing 95% of the rules of composition and product created.
- TPO 4.6. Videography**
After lessons on shooting video, students will shoot video for professional and archival purposes. Their products will be graded on viewability of their works, creation of necessary B-roll for their product and utilizing a variety of shots.
- TPO 4.7. Audio/Video Editing**
Through editing assignments, students will edit post-production audio or video for commercial purposes. Students will be graded through teacher produced rubrics for video assignments.
- Strand 6. Digital Design**
Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.

- TPO 6.1. Content Management**
For class products, students will import, store, export and manage digital assets. Student projects and computer will be assessed on content being in bins/folders rather than all over the desktop.
- TPO 6.2. Scanning**
Using a scanner, students will apply scanning techniques and procedures to capture images for design 100% of the time.
- Strand 7. Performance**
Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.
- TPO 7.2. Genres**
Students will analyze and critique the stylistic differences among genres. Students will determine genre styles of video programming and discuss in groups their findings.
- TPO 7.11. Production Management**
For a daily broadcast, students will assign roles, functions and procedures based on a script or production plan to complete a broadcast for the school. Students will be assessed on group work and completion of daily broadcast.
- TPO 7.15. Rehearsal and Audition**
For daily broadcasts and mock situations for interviews, students will establish skills and habits necessary for auditions, individual practice and rehearsals. Students will be assessed in front of the class by their ability to react in a mock interview. They will also be assessed by experts through a mock job interview.

340125 Motion Graphics

Course Description:

From script to storyboard and special effects, students develop products focused on a central theme and purpose. Using commercial and open-source digital animation software, they create an illusion of motion that extends beyond traditional frame-by-frame footage. They learn skills and techniques involving music, animation, text, voice, photos and videos. Products are adjusted for access through computers, mobile devices, game consoles, projectors, radio and TV.

- Strand 1. Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.
- TPO 1.1. Employability Skills**
Given access to online resources and classroom resources, the students will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed in mock interviews and peer assessment.
- TPO 1.2. Leadership and Communications**
Through in class productions, the students will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed in the daily production within their group setting.
- TPO 1.3. Business Ethics and Law**
Through research and class assignments in video, the students will analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance on 100% of works produced.
- TPO 1.4. Knowledge Management and Information Technology**
After learning multiple media technologies, the students will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations students will be assessed through utilization of producing products for at least two methods of sharing their products.
- TPO 1.5. Global Environment**
Students will evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals and will produce works that follow those strategies and goals 100% of the time.
- TPO 1.6. Business Literacy**
By shadowing a professional at a news station or media outlet, students will develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations through creating their own Media business plan.
- TPO 1.7. Entrepreneurship/Entrepreneurs**
Through shadowing a professional at a news station or media outlet, students will analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment. Students will complete a worksheet of their experience and discuss their findings.
- TPO 1.8. Sales and Marketing**
The students will manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service.

- Strand 2. Design**
Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms. Student works will be graded on 100 point scale determining their proper use of design and compositional techniques.
- TPO 2.1. Art Elements and Design Principles**
After viewing professional works, students will analyze works of art for the art elements and the design principles needed to create professional products. Students will then create their own professional work.
- TPO 2.2. Color Theory**
Through color grading assignments, students will assess the use of color for commercial design and pass a color test by color grading a video that currently has color issues.
- TPO 2.4. Visual Layouts**
Through storyboarding, students will create layouts for pre-production and analyze the communicative effects on the commercial product. Products will be evaluated by a group of their peers to determine clarity of the layout for production.
- TPO 2.5. Typography**
Through use of text program, the students will apply typographical elements for a commercial presentation to match 100% with the product.
- Strand 3. Written Content Creation**
Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes. Student work will be graded on assignments turned in utilizing proper grammar.
- TPO 3.1. Career-based Writing**
After being given a writing assignment related to fact-entertainment-and marketing based copy, students will develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy by producing classroom works that are related to each.
- TPO 3.4. Market-based Writing**
The students will write concise, creative, memorable, sellable copy for advertising, public relations and proposals. Products will be graded on through class rubrics for applying to various classroom assignments.
- Strand 4. Audio, Video and Photo Imaging**
Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production. Student works will be assessed on proper framing and compositional techniques along with following audio techniques for work turned in.
- TPO 4.5. Photography**
Using photo shop and proper rules of composition, students will capture and edit still images for commercial purposes to create works for their products. Students will be assessed on utilizing 95% of the rules of composition and product created.
- TPO 4.7. Audio/Video Editing**
Through editing assignments, students will edit post-production audio or video for commercial purposes. Students will be graded through teacher produced rubrics for audio / video assignments.

- Strand 6. Digital Design**
Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications. Students will produce said works for daily/weekly broadcasts as well as graded assignments.
- TPO 6.1. Content Management**
For class products, students will import, store, export and manage digital assets. Student projects and computer will be assessed on content being in bins/folders rather than all over the desktop.
- TPO 6.2. Scanning**
Using a scanner, students will apply scanning techniques and procedures to capture images for design 100% of the time.
- TPO 6.3. Graphics**
Using after effects, the students will create and manipulate two-dimensional (2D) and three-dimensional (3D) digital graphics. Products will be assessed via grading rubrics of projects.
- TPO 6.4. Animation**
Using After Effects, the students will create digital animation for use in a project. Project will be assessed using class grading rubrics.
- TPO 6.5. Web Page Design**
Through Adobe creative suite, the students will design and create video to be used on webpages to appeal to the end user. Student projects will be pass / fail based on ability to produce a video to be accepted by a web page.

340140 Video Broadcast

Course Description:

This course focuses on video broadcast for the journalism industry. Skills attained include interviewing, image capture, color manipulation, audio and video blend, lighting and editing. Students critique news broadcasts and research content. They plan and shoot video for live and recorded use in a specific time slot while adhering to laws related to defamation, libel, copyright and privacy.

- Strand 1. Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.
- TPO 1.1. Employability Skills**
Students will develop career awareness and employability skills (e.g., face to face, online) needed for gaining and maintaining employment in diverse business settings as assessed by mock interviews and scoring at least 70% on a written paper about at least one occupation in the Media Arts career field.
- TPO 1.2. Leadership and Communications**
Through in class productions, the students will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed in the daily production within their group setting.
- TPO 1.3. Business Ethics and Law**
Through research and class assignments in video, the students will analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance on 100% of works produced.
- TPO 1.4. Knowledge Management and Information Technology**
After learning multiple media technologies, the students will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations students will be assessed through utilization of producing products for at least two methods of sharing their products.
- TPO 1.5. Global Environment**
Students will evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals and will produce works that follow those strategies and goals 100% of the time.
- TPO 1.6. Business Literacy**
By shadowing a professional at a news station or media outlet, students will develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations through creating their own Media business plan.
- TPO 1.7. Entrepreneurship/Entrepreneurs**
Through shadowing a professional at a news station or media outlet, students will analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment. Students will complete a worksheet of their experience and discuss their findings.

- TPO 1.8. Operations Management**
Students will plan, organize and monitor an organization or department to maximize contribution to organizational goals and objectives, after their shadowing opportunity, they will provide 3 examples of excellent contributions to goals and objectives and 1 change they think would enhance the company.
- TPO 1.9. Financial Management**
Students will read an article on a media company and compare the financial tools, strategies and systems to develop, monitor and control the use of financial resources to ensure personal and business financial well-being. They will evaluate the company as a company that will excel or eventually fail as they justify their answer.
- TPO 1.10. Sales and Marketing**
Students will manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service through producing mock promotional items and costs in an effort to accomplish creating a product for a customer.
- TPO 1.11. Principles of Business Economics**
After watching an assigned journalistic story, students will examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives by providing a written evaluation of the story.
- Strand 2. Design**
Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms. Projects will be graded on class rubrics.
- TPO 2.5. Typography**
Through use of text program, the students will apply typographical elements for a commercial presentation to match 100% with the product.
- Strand 3. Written Content Creation**
Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.
- TPO 3.1. Career-based Writing**
After being given a writing assignment related to fact-entertainment-and marketing based copy, students will develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy by producing works that are related to each.
- TPO 3.2. Entertainment-based Writing**
Through class assignment, the students will produce copy for products designed for amusement and enjoyment. They will be assessed based on the group leaders willingness to want to use the product.
- TPO 3.3. Fact-based Writing**
In producing stories for student led broadcast, the students will write concise and focused copy for journalism. Stories will be assessed on content and facts related to content.
- TPO 3.4. Market-based Writing**
The students will write concise, creative, memorable, sellable copy for advertising, public relations and proposals. Student projects will be based on assignment rubrics.

- Strand 4. Audio, Video and Photo Imaging**
Learners apply knowledge and skills of photography and videography to capture, engineer and manipulate audio, images and video for a media production.
- TPO 4.1. Science of Sound**
The students will apply the characteristics and properties of sound to a professional production.
- TPO 4.2. Audio Capturing**
The students will apply the principles and properties of how sound is measured, converted and perceived to capture an audio recording for professional purposes.
- TPO 4.3. Audio Operations**
The students will manipulate recordings for professional purposes.
- TPO 4.4. Lighting**
The students will measure and manipulate lighting based on the characteristics and properties of light.
- TPO 4.5. Photography**
The students will capture and edit still images for commercial purposes.
- TPO 4.6. Videography**
The students will shoot video for professional and archival purposes.
- TPO 4.7. Audio/Video Editing**
The students will edit post-production audio or video for commercial purposes.
- Strand 6. Digital Design**
Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.
- TPO 6.1. Content Management**
The students will import, store, export and manage digital assets.
- TPO 6.2. Scanning**
The students will apply scanning techniques and procedures to capture images for design.
- TPO 6.3. Graphics**
The students will create and manipulate two-dimensional (2D) and three-dimensional (3D) digital graphics.
- Strand 7. Performance**
Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.
- TPO 7.11. Production Management**
The students will assign roles, functions and procedures based on a script or production plan.
- TPO 7.15. Rehearsal and Audition**
The students will establish skills and habits necessary for auditions, individual practice and rehearsals.

340115 Media Arts Writing

Course Description:

Copy for news stories, technical journals, advertisements and social media has similarities and differences. This course focuses on creating and adapting content for multiple purposes with print, radio, TV and the Web. Students conduct and synthesize research and interviews to write persuasive and unbiased copy. They evaluate and edit text for purpose, style, space limitations and accuracy. They accentuate messaging with design elements. Strategies to determine audience impact are engaged.

- Strand 1. Business Operations/21st Century Skills**
Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.
- TPO 1.1. Employability Skills**
Students will develop career awareness and employability skills (e.g., face to face, online) needed for gaining and maintaining employment in diverse business settings as assessed by mock interviews and scoring at least 70% on a written paper about at least one occupation in the Media Arts career field.
- TPO 1.2. Leadership and Communications**
Through in class productions, the students will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration as assessed in the daily production within their group setting.
- TPO 1.3. Business Ethics and Law**
Through research and class assignments in video, the students will analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance on 100% of works produced.
- TPO 1.4. Knowledge Management and Information Technology**
After learning multiple media technologies, the students will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations students will be assessed through utilization of producing products for at least two methods of sharing their products.
- TPO 1.5. Global Environment**
Students will evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals and will produce works that follow those strategies and goals 100% of the time.
- TPO 1.6. Business Literacy**
By shadowing a professional at a news station or media outlet, students will develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations through creating their own Media business plan.
- TPO 1.7. Entrepreneurship/Entrepreneurs**
Through shadowing a professional at a news station or media outlet, students will analyze the environment in which a business operates and the economic factors and opportunities associated with self-employment. Students will complete a worksheet of their experience and discuss their findings.

- TPO 1.10. Sales and Marketing**
Students will manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service through producing mock promotional items and costs in an effort to accomplish creating a product for a customer.
- TPO 1.11. Principles of Business Economics**
After watching an assigned journalistic story, students will examine and employ economic principles, concepts and policies to accomplish organizational goals and objectives by providing a written evaluation of the story.
- Strand 2. Design**
Learners apply the elements and principles of design and compositional techniques to create works of art and visual layouts for both tactile and digital art forms.
- TPO 2.4. Visual Layouts**
The students will create layouts for pre-production and analyze the communicative effects on the commercial product. Student story boards and pops lists will be evaluated for content and effective communication of ideas.
- TPO 2.5. Typography**
The students will apply typographical elements for a commercial presentation. Assessment is on 100% proper spelling on all works generated.
- Strand 3. Written Content Creation**
Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism or marketing purposes.
- TPO 3.1. Career-based Writing**
The students will develop basic skills and knowledge related to fact-, entertainment- and marketing-based copy. Student works will be graded based on client needs and product following proper rules of video.
- TPO 3.2. Entertainment-based Writing**
The students will produce copy for products designed for amusement and enjoyment. Student works will be graded based on client needs and product following proper rules of video.
- TPO 3.3. Fact-based Writing**
The students will write concise and focused copy for journalism. Stories will be graded based on journalistic writing rubrics and factual information provided in stories produced.
- TPO 3.4. Market-based Writing**
The students will write concise, creative, memorable, sellable copy for advertising, public relations and proposals. Students will be assessed on a variety of writing for various products and needs based on client request.
- Strand 6. Digital Design**
Learners apply knowledge and skills of digital design to manipulate and animate new and existing audio, video or photo images to create graphics for internet, broadcast, mobile and other multimedia applications.
- TPO 6.1. Content Management**
The students will import, store, export and manage digital assets. Students ability to organize said assets will come through visual examination of computer desktop and storage media as well as organization of importing location of programs utilized.

Strand 7.

Performance

Learners apply knowledge and skills for performance, including roles, processes, procedures and production design.

TPO7.2.

Genres

The students will analyze and critique the stylistic differences among genres and assessment will be through recognizing the various genre's in give examples.

TPO 7.14.

Performance Demands

The students will meet the physical, vocal and psychological demands of a performance. Students will be assessed on daily needs of a broadcast.

Curriculum Mapping
Junior Media Arts Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	2, 4, 7 Basic Shot Concepts 2.1-4 4.1-4.7 7.2, 7.11, 7.15	Video Production	340145
2	3, 4, 6,7 Audio Basics 3.1-3.4, 4.1-4.3, 4.6, 4.7 6.1 7.2, 7.11	Video Production	340145
3	2, 4, Studio Setting / Lighting Camera Operation 2.1-2.4 4.1-4.7	Video Production	340145
4	2, 4, 6, 7 Camera Operation and Safety 2.1-2.4, 4.1-4.7, 6.1-6.2, 7.2, 7.11, 7.15	Video Production	340145
5	1, 3, 7 Broadcast News Writing 1.3, 1.5, 1.6 ,3.1, 3.2, 3.4, 7.11	Video Production	340145
6	1, 3, 7 Broadcast News Writing 1.3, 1.5, 1.6 ,3.1, 3.2, 3.4, 7.11	Video Production	340145
7	1,2,3,4,6 Producing a News Package - Covers all	Video Production	340145
8	1,2,3,4,6 Producing a News Package - Covers all	Video Production	340145
9	1 Ethics in Media 1.3, 1.6 1.10, 1.11	Video Production	340145
10	1,2,3,4,6 Adobe Premiere Pro Basics Covers all	Video Production	340145
11	1,2,3,4,6 Adobe Premiere Pro Basics Covers all	Video Production	340145
12	1, 4, 6 Interviewing 1.1 - 1.3, 4.1-4.7, 6.1	Video Production	340145
13	1, 4, 6 Interviewing 1.1 - 1.3, 4.1-4.7, 6.1	Video Production	340145
14	1, 2, 3, 4,6 Advertising for Broadcast 1.1-1.3, 1.7, 1.9, 2.1-2.4, 3.2, 3.4 4.1-4.7, 6.1-6.2	Video Production	340145
15	1, 2, 3, 4,6 Advertising for Broadcast 1.1-1.3, 1.7, 1.9, 2.1-2.4, 3.2, 3.4 4.1-4.7, 6.1-6.2	Video Production	340145
16	1,2,3,4,6 Video for Social Media Covers all	Video Production	340145
17	1,2,3,4,6 Making an Impact with Media 1,2,3,4,6	Video Production	340145
18	1, History of Broadcasting 1.1-1.3, 1.5-1.7	Video Production	340145
	Semester Exams		
19	1, 2, 6 Introduction/Interface 1.1 1.4, 1.7, 2.1-2.5, 6.1-6.4	Motion Graphics	340125
20	1, 2, 6 Interface 1.1 1.4, 1.7, 2.1-2.5, 6.1-6.4	Motion Graphics	340125
21	2, 4, 6 Interpolation 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
22	2, 4, 6 Interpolation 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
23	2, 4, 6 Transparency 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
24	2, 4, 6 Transparency 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
25	2, 4, 6 Animating Text 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
26	2, 4, 6 Animating Text 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
27	2, 4, 6 Fractal Effect 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
28	2, 4, 6 Fractal Effect 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
29	2, 4, 6 Ambient Background 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
30	2, 4, 6 Ambient Background 2.1-2.5 4.5,4.7, 6.1-	Motion Graphics	340125
31	2, 4, 6 Vector Point 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
32	2, 4, 6 Vector Point 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
33	2, 4, 6 Obscuration Layers 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
34	2, 4, 6 Obscuration Layers 2.1-2.5 4.5,4.7, 6.1-6	Motion Graphics	340125
35	2, 4, 6 Layout and Animate 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125
36	2, 4, 6 Layout and Animate 2.1-2.5 4.5,4.7, 6.1-6.5	Motion Graphics	340125

Curriculum Mapping
Senior Media Arts Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	3, 4, 6, 7 Audio Basics 3.1-3.4, 4.1-4.6, 4.7 6.1, 7.11, 7.15	Video Broadcast	340140
2	3, 4, 6, 7 Studio Op. 3.1-3.4, 4.1-4.6, 4.7 6.1, 7.11, 7.15	Video Broadcast	340140
3	2, 4, 6, 7 Camera Op. and Safety 2.5, 4.1-4.7, 6.3, 7.11 7.15	Video Broadcast	340140
4	1, 3, 7 Show Set up 1.3, 1.5, 1.6 ,3.1, 3.2, 3.4, 7.11	Video Broadcast	340140
5	1, 3, 7 Picking your show 1.3, 1.5, 1.6 ,3.1, 3.2, 3.4, 7.11	Video Broadcast	340140
6	1,2,3,4,6 Producing a News Package - Covers all	Video Broadcast	340140
7	1,2,3,4,6 Producing a News Package - Covers all	Video Broadcast	340140
8	1 Ethics in Media 1.3, 1.6	Video Broadcast	340140
9	1,3,4,6,7 Pre Production 1.1-1.3, 3.1-3.4, 4, 6.1-6.3, 7.11, 7.15	Video Broadcast	340140
10	1,3,4,6,7 Production Covers all	Video Broadcast	340140
11	1,3,4,6,7 Post Production Covers All	Video Broadcast	340140
12	1, 3, 4 Interviewing 1.1 - 1.3, 3.1-3.4, 4.1-4.7	Video Broadcast	340140
13	1, 3, 4, Advertising for Broadcast 1.1 - 1.3, 3.1-3.4, 4.1-4.7	Video Broadcast	340140
14	1, 3, 4, Advertising for Broadcast 1.1 - 1.3, 3.1-3.4, 4.1-4.7	Video Broadcast	340140
15	1,2,3,4,6 Social Media Covers all	Video Broadcast	340140
16	1,2,3,4,6 Social Media Covers all	Video Broadcast	340140
17	1,2,3,4,6 Impact with Media 1,2,3,4,6	Video Broadcast	340140
18	1,2,3,4,6 Impact with Media 1,2,3,4,6	Video Broadcast	340140
	Semester Exams		
19	1, 2, The Challenge of Journalism 1.1-1.3, 2.4-2.5,	Media Arts Writing	340115
20	1, 2, The Challenge of Journalism 1.1-1.3, 2.4-2.5,	Media Arts Writing	340115
21	1, 2, 3, 6, Defining the News Covers All	Media Arts Writing	340115
22	1, 2, 3, 6, Defining the News Covers All	Media Arts Writing	340115
23	1, 2, 3, 6, Defining the News Covers All	Media Arts Writing	340115
24	1, 3, 6 Interviewing 1.1-1.3, 3.1-3.4, 6.1	Media Arts Writing	340115
25	1, 3, 6 Interviewing 1.1-1.3, 3.1-3.4, 6.1	Media Arts Writing	340115
26	1, 3, The News Story 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
27	1, 3, The News Story 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
28	1, 3, The News Story 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
29	1, 3, The Right way to quote 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
30	1, 3, The Right way to quote 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
31	1, 3, Sources for News 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
32	1, 3, Sources for News 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
33	1, Laws and Ethics 1.1- 1.3	Media Arts Writing	340115
34	1, Laws and Ethics 1.1- 1.3	Media Arts Writing	340115
35	1, 3 Headlines 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
36	1, 3 Headlines 1.1-1.5, 3.1-3.3	Media Arts Writing	340115
	Final Exams		

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Teacher observation and evaluation
- Notebooks
- Portfolio / Demo Reel
- Class Discussions
- Skill testing
- Project Development
- Daily Grades
- Daily Broadcasts
- News Stories Developed
- Lab/Class performance

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the teacher make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

10-Point Grading Scale

% Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

**Medical Academy
Taxonomy JM**

Course of Study

Junior & Senior Courses

Developed by:

**Bradley Tolly
Teresa Crozier
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Section 1: Resolution

Washington Local School Board

WHEREAS, the Medical Academy Advisory Committee of Washington Local School District has reviewed the Medical Academy Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Medical Professions, and

WHEREAS, the Medical Academy Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Medical Academy Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquires regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Medical Academy Study be approved and adopted.

Haron O'Sullivan
Teacher Name
Whitmer CTC
Business
4/25/16
Date

Teacher Name

Business

Date

Rosalie Weber
Advisory Member
Owens Community college
Business
4/25/16
Date

Bernadette Terry
Advisory Member
Whitmer HS science
Business
4-21-16
Date

Heather Joseph-Chupp, CPC
Advisory Member
ProMedica & Toledo Clinic
Business
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Date

Bradley Tolley MD, PhD, FA
Teacher Name
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Medical Academy Instructor
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Deb Sepanski
Advisory Member
ProMedica Toledo Hospital Radiology
Business
4-21-16
Date

Angie Hart
Advisory Member
Anders Dermatology
Business
4-21-16
Date

Advisory Member

Business

Date

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Medical Academy Program Description

Program Philosophy and Goals

The Medical Academy Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Medical Academy at Whitmer Career and Technology Center is a two-year program designed for 11th and 12th grade students interested in healthcare careers. The curriculum is based on the Northwest Ohio Tech Prep Consortiums Technical Competency Profiles for Career Paths for the Medical Professions. This curriculum is the result of a comprehensive review and refinement of the State's TCP Career Paths for the Medical Professions document by a panel of representatives from secondary, post-secondary, and business leaders.

Students taking the Medical Technology classes will earn four credits for their combination of classroom instruction and work-based learning experiences. During the junior year, students complete the Ohio Department of Health's Nurse Aide Training and Competency Evaluation Program, which includes a clinical experience. Senior year, based upon their interest, students are placed in a clinical shadowing experience. Additionally, students are required to take Medical Terminology for one credit, and may choose either Patient Technician Skills or Electronic Medical Records during senior year (for one credit each class).

Students taking the Medical Assisting strand will earn three credits. During the junior year, students learn essential skills for ambulatory care careers, including infection control, procedure preparation, and basic medical office skills. During the senior year, students learn additional clinical skills to prepare them for a shadowing experience.

Upon completion of this program, students will have a more defined idea of future choices at the college level and will have the basic education and skill base for an entry-level position in a healthcare facility or home health position.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math or Statistics
General Physical Science	Biology 1	Science Elective	Med Tech II or Medical Assisting II
American Experience	Global Issues	American Government	Electronic Medical Records, Pt Tech Skills, or Diagnostics
Health/PE	PE	Medical Technology I or Medical Assisting I	Chemistry
	Exploring the World of Healthcare	Medical Terminology	Elective
		Anatomy for CTC	Elective

In the 11th and 12th grade component of the Tech Prep program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Tech Prep programs encourages project-based learning. To this end, a senior project will be completed by each student as a culmination of their high school exit from tech prep. An advisory committee comprised of representatives from business and industry, program graduates and academic representatives from school meets twice each year to provide input and guidance in this program.

C TAGs have been developed for Medical Terminology.

Students enrolled in the Medical Academy are also members of Health Occupation Students of America. HOSA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility.

Population Served

The Medical Academy is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree Exit Careers	Baccalaureate or Master's Degree Exit Careers
Nursing Assistant/Technician	Registered Nurse	Physician Assistant/Physician
Physical/Occupational Therapy Aide	Physical/Occupational Therapy Assistant	Registered Nurse/ Nurse Practitioner/Midwife
Dental Assistant/Receptionist	Medical Imaging	Nursing Home Administrator/ Healthcare Manager
Hospital/Medical Clerk	Medical Assistant	Health Information Management
Home Health Aide		Medical Perfusionist

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 66% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project/portfolio

Section 7: Scope and Sequence

Curriculum Course Content: Medical Technology Strand

Medical Technology I - Patient Centered Care

Subject Code: 072050

Students will apply psychomotor nursing skills needed to assist individuals in meeting basic human needs. Students will implement interventions following a nursing assistant plan of care. Students will collect patient's vital signs including temperature, pulse rate, respiration rate, and blood pressure. Students will perform phlebotomy procedures with emphasis on infection prevention, universal precautions, proper patient identification, specimen acquisition, handling, and processing. Additionally, students will observe patients' physical, mental, and emotional conditions and document any change.

Medical Terminology

Subject Code: 072150

This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.

Medical Technology II

Subject Code: 072015

Students will increase their knowledge of comprehensive health and wellness. Students will be able to identify the components of fitness and communicate the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will evaluate an individual's state of nutrition based upon the impact of personal choices and social, scientific, psychological and environmental influences. Further, students will calculate an individual's kilocalorie burn rate and recommend an ideal diet and physical fitness plan.

Patient Technician Skills

Subject Code: 072065

Students gain necessary skills and knowledge to meet the needs of individuals from infancy through geriatrics, including mental health needs, in a safe, legal, and ethical manner using the nursing process. Students will differentiate between stress, anxiety, and crisis, and identify methods to maintain mental health, including problem-solving techniques, treatment and intervention strategies. Additionally, students use psychomotor nursing skills to assist in day-to-day patient care activities.

Diagnostics

Subject Code: 072035

Students will apply knowledge and clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will apply first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.

Curriculum Course Content: Medical Assisting Strand

Medical Assisting I

Subject Code: 072055

In this course, students establish and implement treatment plans while providing primary nursing care. Topics include pharmacology, phlebotomy, mental health nursing and acute care nursing. Students use diagnostic techniques to develop patient health assessments. Emphasis is placed on the synthesis of information gathered through health history, observation, and the detection of deviations and variations from normal physical characteristics. In addition, students learn the legal and ethical principles needed to function within the scope of practice.

Medical Assisting II

Subject Code: 072155

Students will apply fundamental principles of communication, leadership, technology and management as it applies to the medical office setting. Students will demonstrate documentation and record keeping procedures set forth by national accrediting organizations.

Medical Terminology

Subject Code: 072150

This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.

Electronic Medical Records

Subject Code: 072140

Students will collect and analyze health care data to prepare medical records. Topics include managing patient health information, administering computer systems for records management, and coding diagnosis and procedures for healthcare services. Students will analyze legal and ethical issues and the role of health records management in the industry.

MEDICAL TECHNOLOGY I PATIENT CENTERED CARE - 072050

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing, analyzing of business enterprises related to career field.

Outcome: 1.1. Employability Skills

Given classroom and online resources, students will develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings, based on classroom observation of completion of daily employability tasks.

Outcome: 1.2. Leadership and Communications

Given classroom and online resources, students will process, maintain, evaluate and disseminate information in a business. Develop leadership and team building to promote collaboration, based on classroom observation of completion of daily employability tasks.

Outcome: 1.4. Knowledge Management and Information Technology

Given classroom and online resources, students will demonstrate current and emerging strategies and technologies used to collect, analyze, record and share information in business operations, based on classroom observation of 100% participation in team building exercises.

Outcome: 1.5. Global Environment

Given classroom and online resources, students will evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals, based on post conference discussions following clinical.

Outcome: 1.6. Business Literacy

Given classroom and online resources, students will develop foundational skills and knowledge in entrepreneurship, financial literacy and business operations, based on 100% participation in the financial literacy unit.

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome 3.4. Emergency Interventions

Given a case scenario, students will respond to emergencies and natural disasters by performing emergency interventions and proper documentation, as assessed by teacher observations.

Strand 4. Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome 4.1. Scope of Practice

During a clinical situation, students will demonstrate the nursing assistant role and responsibilities needed by assistive personnel and identify the medical specialists who treat disorders of each body system, as evidenced by teacher observation based on 100% accuracy.

Outcome 4.2. Therapeutic Communication and Interpersonal Skills

During a clinical situation, students will demonstrate correct communication techniques and behaviors when communicating with individuals and interacting with individuals with impairments, as evidenced by teacher observation based on 100% accuracy.

Outcome 4.3. Pathogenic Microorganisms, Infection Control and Infection

During a clinical situation, students will use basic principles of infection control to prevent the growth and spread of pathogenic microorganisms and infection, as evidenced by teacher observation based on 100% accuracy.

Outcome 4.4. Hygiene

During a clinical situation, students will perform personal hygiene for individuals across the life span and document, as evidenced by teacher observation based on 100% accuracy.

Outcome 4.5. Ambulation and Mobility

During a clinical situation, students will assist in the safe ambulation and mobility of individuals across the life span continuum and document, as evidenced by teacher observation based on 100% accuracy.

Outcome 4.6. Elimination

During a clinical situation, students will assist with elimination needs across the life span continuum and document, as evidenced by teacher observation based on 100% accuracy.

Outcome 4.7. Psycho-social, Behavioral and Emotional

During a clinical situation, students will provide for psycho-social, behavioral and emotional development and assist individuals with disorders, as evidenced by teacher observation based on 100% accuracy.

MEDICAL TERMINOLOGY - 072150

Strand 2. Human Body System

Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.

Outcome: 2.1. Human Body Form, Function and Pathophysiology

Given access to online and classroom resources, identify structure and function of various human body systems, alterations related to the normal aging process and possible dysfunctions as assessed by a written paper and oral presentation scoring at least 80% accuracy.

Outcome: 2.3. Medical Terminology

Given access to classroom resources, the student will decipher medical terms through word origin and structure with an emphasis on derivation, meaning, pronunciation, and spelling scoring at least 80% on written and oral assessments.

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Strand 4. Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome: 4.1. Scope of Practice

In a classroom setting, the student will demonstrate the roles and responsibilities of assistive personnel and identify the medical specialists who treat disorders of each body system with an accuracy rate of 80%.

PATIENT TECHNICIAN SKILLS - 072065

Strand 2. Human Body System

Learners will discuss the pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document.

Outcome 2.1. Human Body Form, Function and Pathophysiology

Given a case study, the student will identify alterations in the human body systems related to the normal aging process and possible dysfunctions, as assessed by 100% participation in the case study exercise.

Outcome 2.2. Evaluate Body Systems

Given assessment materials, students will perform a systematic head-to-toe evaluation of the body systems and document using medical terminology, as evidenced by at least 80% correct skill demonstration.

Strand 3. Therapeutic Interventions

Learners will assist with environmental, pharmacological, emergency, rehabilitative interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome 3.1. Environmental Interventions

Given a lab simulation scenario, students will create and maintain a safe, sterile, efficient, age-appropriate care environment, as evidenced by 100% skill demonstration and a minimum score of 90% on a written safety test.

Outcome 3.3. Pharmaceutical Interventions

Given a case study, students will list and describe drug routes, and calculate dosages, with a minimum score of 90% on a written test.

Outcome 3.4. Emergency Interventions

Given a simulated emergency situation, students will respond to emergencies and natural disasters by performing emergency interventions and proper documentation, as evidenced by at least 80% correct skill demonstration.

Strand 4 Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome 4.7. Psycho-social, Behavioral and Emotional

Given a case study, students will provide for psycho-social, behavioral and emotional development and assist individuals with disorders, as assessed by 100% participation in the case study exercise.

DIAGNOSTICS - 072035

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome 3.1. Environmental Interventions

Given classroom instruction and resources, students will outline a plan to maintain a safe, sterile, efficient, age-appropriate care environment with 70% accuracy.

Outcome 3.2. Health Promotion Interventions

Given classroom instruction and online resources, students will create methods to communicate health promotion and wellness to individuals, families and communities with 80% accuracy.

Outcome 3.5. Nutritional Interventions

Given classroom instruction and online resources, students will identify nutritional needs in written form and role play communicate information to the individual and family member with 80% accuracy.

Strand 4. Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome 4.7. Psycho-social, Behavioral and Emotional

Given classroom instruction and resources, students will create a tool to provide psycho-social, behavioral and emotional development and assist individuals with disorders with 80% accuracy.

MEDICAL TECHNOLOGY II - 072015

Strand 2. Human Body System

Given access to online resources and classroom resources the student will research the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology. Assessment will be based upon observation and scoring at least a 70% on a written test.

Outcome: 2.1. Human Body Form, Function and Pathophysiology

Given an instructional classroom, discuss the various human body systems, alterations related to the normal aging process and possible dysfunctions.

Outcome: 2.2. Evaluate Body Systems

Given an instructional classroom, the student will utilize interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems and document using medical terminology. Assessment will be based upon scoring at least a 70% on an instructional observational check-list

Outcome: 2.3. Medical Terminology

Decipher medical terms through word origin and structure with an emphasis on derivation, meaning, pronunciation, and spelling.

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome: 3.1. Environmental Interventions

Create and maintain a safe, sterile, efficient, age-appropriate care environment.

Outcome: 3.2. Health Promotion Interventions

Identify and communicate health promotion and wellness to individuals, families and communities.

Outcome: 3.5. Nutritional Interventions

Identify nutritional needs and communicate information to the individual and family member.

Outcome: 3.6. Exercise and Rehabilitative Intervention

Evaluate, define and perform training and therapies to enhance mobility and muscle strength and document.

Outcome: 3.7. Dental Interventions

Assist in the application of dental and oral interventions and document with dental terminology and symbols.

Strand 4. Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome: 4.1. Scope of Practice

Demonstrate the roles and responsibilities of assistive personnel and identify the medical specialists who treat disorders of each body system.

Outcome: 4.2. Therapeutic Communication and Interpersonal Skills

Demonstrate communication techniques and behaviors when communicating with individuals and interacting with individuals with impairments and document.

Strand 6. Health Information Management

Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.

Outcome: 6.2. Confidentiality, Privacy and Security

Apply the fundamentals of confidentiality, privacy and security to communicate health/medical information accurately and within legal/regulatory bounds across the organization and between organizations.

MEDICAL ASSISTING I - 072055

Outcome 2.2. Evaluate Body Systems

Given classroom instruction and online resources, students will demonstrate use interviewing techniques, observation, auscultation, palpation and percussion to perform a systematic head-to-toe evaluation of the body systems with documentation with 70% accuracy.

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome 3.1. Environmental Interventions

Given lecture and classroom resources, students will outline a plan to create and maintain a safe, sterile, efficient, age-appropriate care environment with 80% accuracy.

Outcome 3.2. Health Promotion Interventions

Given lecture and classroom resources, students will identify and communicate health promotion and wellness to individuals, families and communities in an interactive, attractive format with 80% accuracy.

Outcome 3.6. Exercise and Rehabilitative Intervention

Given lecture and classroom resources, students will evaluate, define and perform training and therapies to enhance mobility and muscle strength in a safe manner with at least 80% accuracy.

Outcome 3.8. Surgical Interventions

Given online resources and classroom instruction, students will demonstrate in written and application form, preparation of an individual for the surgical experience and basic assist in the surgical suite with 80% accuracy.

Outcome 4.2. Therapeutic Communication and Interpersonal Skills

Given classroom instruction and resources, students will demonstrate communication techniques and behaviors when communicating with individuals and interacting with individuals with impairments and document in a classroom simulation with 70% accuracy.

Outcome 4.7. Psycho-social, Behavioral and Emotional

Given classroom lecture and practice opportunities, students will identify methods and demonstrate tactics for providing for psycho-social, behavioral and emotional development and assist individuals with disorders with 80% accuracy.

Strand 5. Bioscience Research and Development

Learners will demonstrate the skills and knowledge of interpreting laboratory requests, using protective clothing and hazardous material containment, specimen collection procedures, a variety of laboratory testing and techniques and maintenance of laboratory equipment and supplies.

Outcome 5.1. Handling, Preparation, Storage and Disposal

Given classroom lecture, resources and practice opportunities, students will follow standard operating protocols for handling, preparing, storing and disposing of specimens, supplies and equipment with 80% accuracy.

MEDICAL ASSISTING II - 072155

Strand 1. Business Operations/21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

Outcome 1.1. Employability Skills

Given classroom resources, learners will demonstrate career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings as assessed by teacher observation with 70% accuracy.

Outcome 1.2. Leadership and Communications

In a classroom setting, learners will demonstrate the ability to process, maintain, evaluate and disseminate information, leadership and collaboration as assessed by teacher observation with a 70% accuracy rate.

Outcome 1.3. Business Ethics and Law

Given scenarios, learners will analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance as assessed by mock evaluation with 80% accuracy.

Outcome 1.4. Knowledge Management and Information Technology

Given classroom resources, learners will identify current and emerging strategies and technologies used to collect, analyze record and share information in business operations as written assessment with 80% accuracy.

Outcome 1.6. Business Literacy

Given classroom resources and online access, learners will develop an educational brochure outlining foundational skills and knowledge in entrepreneurship, financial literacy and business operations with 80% accuracy.

Outcome 1.10. Sales and Marketing

Given online resources, learners will develop a written plan to manage pricing, place, promotion, packaging, positioning and public relations to improve quality customer service as assessed by the teacher with 80% accuracy.

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome 3.1. Environmental Interventions

Given lecture and practice activities, students will identify correct methods to Create and maintain a safe, sterile, efficient, age-appropriate care environment in a variety of practice scenarios with 80% accuracy.

Outcome 3.4. Emergency Interventions.

Given lecture and practice scenarios, students will give appropriate responses to mock emergencies and natural disasters by identifying and demonstrating proper emergency interventions and documentation with 80% accuracy.

Strand 4. Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome 4.2. Therapeutic Communication and Interpersonal Skills

Given fundamental lecture and reading, students will identify and demonstrate appropriate communication techniques and behaviors when communicating with individuals and interacting with individuals with impairments and correctly document communications with 70% accuracy.

Outcome 4.3. Microorganisms, Infection Control and Infection

Given classroom resources, students will demonstrate competency in written and application method the principles of infection control to prevent the growth and spread of pathogenic microorganisms and infection with 80% accuracy.

Outcome 6.2. Confidentiality, Privacy and Security

Apply the fundamentals of confidentiality, privacy and security to communicate health/medical information accurately and within legal/regulatory bounds across the organization and between organizations.

Outcome 6.3. Electronic Health Records and Coding

Perform functions within Electronic Health Records (EHRs) and Personal Health Record (PHRs) to ensure accurate information, retrieve information and maintain data.

ELECTRONIC MEDICAL RECORDS - 072140

Strand 2. Human Body System

Learners will discuss the various forms, functions and pathophysiology associated with body systems and alterations related to the normal aging process, obtain a health history, perform an evaluation of body systems and document using medical terminology.

Outcome: 2.1. Human Body Form, Function and Pathophysiology

Given classroom resources, students will be able to discuss and identify components of various human body systems, alterations related to the normal aging process and identify possible dysfunctions with 80% accuracy.

Strand 3. Therapeutic Interventions

Learners will administer or assist with environmental, health promotion, pharmacological, emergency, nutritional, exercise and rehabilitative and dental and surgical interventions and/or procedures to improve the individuals' outcome and quality of life across the life span within their scope of practice, evaluate outcomes and ensure individual's rights.

Outcome: 3.1. Environmental Interventions

Given lectures and follow up scenarios and case studies, students will be able to identify appropriate responses to each scenario which will maintain a safe, sterile, efficient age-appropriate care environment with 80% accuracy

Outcome: 3.4. Emergency Interventions

Given lecture and practice scenarios, students will give appropriate responses to mock emergencies and natural disasters by identifying and demonstrating proper emergency interventions and documentation with 80% accuracy.

Strand 4. Assistive Care

Learners will demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across the life span within their scope of practice.

Outcome: 4.1. Scope of Practice

Given lecture and practice scenarios, students will identify the roles and responsibilities of assistive personnel and identify the medical specialists who treat disorders of each body system with 80% accuracy.

Strand 6. Health Information Management

Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.

Outcome: 6.1. Health Information Literacy

Given classroom and online resources, students will apply principles of systems operations to capture, retrieve, and maintain information from a simulated electronic medical record with 80% accuracy.

Outcome: 6.2. Confidentiality, Privacy and Security

Given online resources and reference text, students will apply the fundamentals of confidentiality, privacy and security to describe the procedure to communicate health/medical information accurately and within legal/regulatory bounds across the organization with 80% accuracy.

Outcome: 6.3. Electronic Health Records and Coding

Given lecture and application practice, students will be able to perform basic functions within simulated Electronic Health Records (EHR) while ensuring accurate information, retrieve information and maintain data with 80% accuracy.

CURRICULUM MAPPING

MEDICAL TECHNOLOGY I PATIENT CENTERED CARE - 072050

Week	Technical Content
1	Outcome 4.1. Scope of Practice
2	Outcome: 1.2. Leadership and Communications
3	Outcome: 1.1. Employability Skills
4	Outcome 4.5. Ambulation and Mobility
6	Outcome 4.2. Therapeutic Communication and Interpersonal Skills
7	Outcome: 1.4. Knowledge Management and Information Technology
8	Outcome 4.3. Pathogenic Microorganisms, Infection Control & Infection
9	Outcome 4.3. Pathogenic Microorganisms, Infection Control & Infection
10/11	Outcome 4.4. Hygiene
12/13	Outcome 4.6. Elimination
14	Outcome 4.7. Psycho-social, Behavioral and Emotional
15	Outcome 4.1. Scope of Practice
16	Outcome: 1.5. Global Environment
17	Outcome: 1.6. Business Literacy
18	Outcome 3.4. Emergency Interventions
	Semester Exam

MEDICAL TERMINOLOGY - 072150

1	Outcome: 2.3. Medical Terminology
2	Outcome: 2.3. Medical Terminology
3	Outcome: 2.3. Medical Terminology
4	Outcome: 2.3. Medical Terminology
5	Outcome: 2.3. Medical Terminology
6	Outcome: 2.3. Medical Terminology
7	Outcome: 2.3. Medical Terminology
8	Outcome: 2.3. Medical Terminology
9	Outcome: 2.3. Medical Terminology
10	Outcome: 2.3. Medical Terminology
11	Outcome: 2.3. Medical Terminology
12	Outcome: 2.3. Medical Terminology
13	Outcome: 2.1. Human Body Form, Function and Pathophysiology
14	Outcome: 2.1. Human Body Form, Function and Pathophysiology
15	Outcome: 2.1. Human Body Form, Function and Pathophysiology
16	Outcome: 2.1. Human Body Form, Function and Pathophysiology
17	Outcome: 4.1. Scope of Practice
18	Outcome: 4.1. Scope of Practice
	Semester Exam

PATIENT TECHNICIAN SKILLS - 072060

1	Outcome 2.1. Human Body Form, Function and Pathophysiology
2	Outcome 2.1. Human Body Form, Function and Pathophysiology
3	Outcome 2.1. Human Body Form, Function and Pathophysiology
4	Outcome 2.2. Evaluate Body Systems
5	Outcome 2.2. Evaluate Body Systems
6	Outcome 2.2. Evaluate Body Systems
7	Outcome 2.2. Evaluate Body Systems
8	Outcome 3.1. Environmental Interventions
9	Outcome 3.1. Environmental Interventions
10	Outcome 3.3. Pharmaceutical Interventions
11	Outcome 3.3. Pharmaceutical Interventions
12	Outcome 3.3. Pharmaceutical Interventions
13	Outcome 3.4. Emergency Interventions
14	Outcome 3.4. Emergency Interventions
15	Outcome 3.4. Emergency Interventions
16	Outcome 4.7. Psychosocial, Behavioral and Emotional
17	Outcome 3.4. Psychosocial, Behavioral and Emotional
18	Outcome 3.4. Psychosocial, Behavioral and Emotional
	Semester Exam

MEDICAL TECHNOLOGY II - 072015

1/2	Outcome: 2.1. Human Body Form, Function and Pathophysiology
3	Outcome: 2.2. Evaluate Body Systems
4	Outcome: 2.3. Medical Terminology
5	Outcome: 3.1. Environmental Interventions
6	Outcome: 3.2. Health Promotion Interventions
7	Outcome: 3.5. Nutritional Interventions
8	Outcome: 3.5. Nutritional Interventions
9	Outcome: 3.6. Exercise and Rehabilitative Intervention
10	Outcome: 3.7. Dental Interventions
11	Outcome: 4.1. Scope of Practice
12	Outcome: 4.1. Scope of Practice
13	Outcome: 4.1. Scope of Practice
14	Outcome: 4.2. Therapeutic Communication and Interpersonal Skills
15	Outcome: 4.2. Therapeutic Communication and Interpersonal Skills
16	Outcome: 4.2. Therapeutic Communication and Interpersonal Skills
17	Outcome: 6.2. Confidentiality, Privacy and Security
18	Outcome: 6.2. Confidentiality, Privacy and Security
	Final Exam

MEDICAL ASSISTING I – 0720255

1/2	Outcome: 2.1. Human Body Form, Function and Pathophysiology
3/4	Outcome: 2.2. Evaluate Body Systems
5	Outcome: 3.1. Environmental Interventions
6	Outcome: 3.2. Health Promotion Interventions
7/8/9	Outcome: 3.5. Nutritional Interventions
10	Outcome 3.8. Surgical Interventions
11/12	Outcome: 4.1. Scope of Practice
13	Outcome: 2.3. Medical Terminology
14/15/16	Outcome: 4.2. Therapeutic Communication and Interpersonal Skills
17/18	Outcome: 6.2. Confidentiality, Privacy and Security
	Final Exam

<u>MEDICAL ASSISTING II – 072155</u>	
1	Outcome 1.1. Employability Skills
2	Outcome 4.3. Microorganisms, Infection Control and Infection
3	Outcome 1.2. Leadership and Communications
4/5	Outcome 1.3. Business Ethics and Law
6	Outcome: 3.2. Health Promotion Interventions
7/8/9	Outcome: 6.2. Confidentiality, Privacy and Security
10	Outcome 3.8. Surgical Interventions
11/12	Outcome: 4.1. Scope of Practice
13	Outcome: 2.3. Medical Terminology
14	Outcome: 4.2. Therapeutic Communication and Interpersonal Skills
15	Outcome 1.4. Knowledge Management and Information Technology
16	Outcome 1.6. Business Literacy
17/18	Outcome 1.10. Sales and Marketing
	Final Exam

ELECTRONIC MEDICAL RECORDS-072140

1	Outcome 1.1. Employability Skills
2	Outcome 4.3. Microorganisms, Infection Control and Infection
3	Outcome 1.2. Leadership and Communications
4/5	Outcome 1.3. Business Ethics and Law
6	Outcome: 3.2. Health Promotion Interventions
7/8/9	Outcome: 6.2. Confidentiality, Privacy and Security
10	Outcome 3.8. Surgical Interventions
11/12	Outcome: 4.1. Scope of Practice
13	Outcome: 2.3. Medical Terminology
14	Outcome: 4.2. Therapeutic Communication and Interpersonal Skills
15	Outcome 1.4. Knowledge Management and Information Technology
16	Outcome 1.6. Business Literacy
17/18	Outcome 1.10. Sales and Marketing
	Final Exam

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teachers, for each individual course, as suggested by the advisory team.

In order to measure the progress of each student and to measure the effectiveness of the total program, the following procedures will be used:

- Formative and Summative Assessments
- Employability and Professionalism
- Skill testing
- Project development and presentations
- Daily grades
- Lab performance
- Work-based learning experiences
- CPR and/or STNA certification

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

MEDICAL TECHNOLOGY I – PATIENT CARE COURSE SYLLABUS

SEMESTER: Fall Semester
CREDIT HOURS: 2 hours
INSTRUCTOR: Mrs. O’Sullivan
OFFICE HOURS: After school in CTC 206 office

COURSE DESCRIPTION:

The junior Med Tech program focuses on learning basic medical skills, to enable the student to find entry-level employment in a healthcare setting. At the end of the semester, a Nurse Aide Training Program (NATP) completion certificate will be awarded to all students who meet state-mandated criteria for grades and attendance. Additionally, through involvement in HOSA, students learn leadership skills, may attend competitions, and participate in community service.

INSTRUCTIONAL PHILOSOPHY:

This course will follow the Ohio Department of Health Nurse Aide Training curriculum. Med Tech I will require competency in both basic healthcare provider knowledge and technical skills, and will build upon data learned in anatomy, biology, mathematics, and language arts.

COURSE GOALS:

- 1 Completion of the Nurse Aide Training Program, in preparation for state examination.
- 2 Demonstration of competency in basic healthcare procedures.
- 3 Participation in HOSA, our educational club.

TEXTBOOK AND MATERIALS:

We will use Simmers DHO textbook, Nursing Assistant Care workbook, & other supplemental materials.

CLASSROOM REQUIREMENTS:

Students need the following school supplies:

- three-ring binder, at least 2 inches wide with pockets
- black pens for all school work & any other color pen for grading work
- #2 lead pencils for taking tests
- notebook paper or spiral notebooks for taking notes
- \$20 for HOSA dues (needed by the end of September)
- lock for your locker (not required, but highly recommended)
- copy of paid receipt for Med Tech lab fee is required within the first week of class

Students need to arrive to classroom dressed in the following for lab/clinical days:

- blue, white, or yellow scrubs, and white socks
- white, impervious shoes (no holes, no canvas)
- hair clips to hold hair off face, if hair is longer than chin length
- scrub jacket, any color or print (not required, but highly recommended)
- watch with minute hand (not required, but highly recommended)

MEDICAL TECHNOLOGY II SYLLABUS

Teacher: Bradley S. Tolly, MA, MHS, PA

(voicemail) 419.473.8344

Room Location: C208

(E-mail): BTolly@wls4kids.org

Course Length: Semester – Double block

Fees: \$ 18.00

Course Description: The main focus of this course is to introduce the Medical Academy student to Clinical Job Shadowing. This will take place through the placement of the student at various hospitals and medical/dental clinics throughout the Toledo area. Additionally, advanced anatomy and physiology, medical professionalism, medical diagnostics and ethics will be presented didactically. Ohio State Law requires all students to belong to a career-tech student organization (HOSA – Health Occupation Students of America) and pay yearly dues of \$ 20.00.

A medical release form signed by a physician, physician assistant or nurse practitioner will be required from each student to participate in Clinical Shadowing. A negative 2-step Tuberculin PPD Skin Test, or negative chest X-ray may be required by those students assigned to local hospitals for their Clinical experience.

Materials Needed: No textbook is required for this course. The Medical Academy student will need pens, pencils and a two pocket folder. Additionally, depending on the placement of the student, various organizations require a specific uniform i.e. scrub tops/scrub pants, khaki or black pants, brown/black shoes or tennis shoes. **All students will need to provide their own transportation to and from clinical job shadowing sites, no exceptions. In some cases, a Physical Form and/or TB Test as well as a Parental and Student signed Clinical Job Shadowing Contract will also be required.**

Grading Policy: Grading will be based on a total point system and assessed by the following : tests, quizzes, medical power point presentations, professional behavior/mannerisms and clinical shadowing evaluations by the course instructor. The focus of this course is Clinical Shadowing and is supplemented with didactic instruction which will include: anatomy and physiology, pathophysiology, pharmacology, diagnosis and treatment of disease.

Homework Policy: If assigned, homework will be checked for accuracy and completeness. Homework not attempted will receive a zero.

Absence Policy: If the student is absent, it is their responsibility to see the course instructor to make up any missed work. Students will have twice the amount of days they were out to hand in all of missed work plus keeping up with current assignments.

Course Calendar: A partial list of topics to be covered:

Introduction to Clinical Job Shadowing

Medical Professionalism

Medical Ethics

Pulmonology

Gastroenterology

Nephrology

Cardiology

Obstetrics & Gynecology

Urology

Pharmacology

Physical Examination

Diagnostics

SYLLABUS
MEDICAL ASSISTING SKILLS I

Teacher: Teresa Crozier

Voicemail: 419.473.8339 ext. 7028

Room Location: CTC 203A

E-mail: tcrozier@wls4kids.org

Course Length: 1 block

Fees: \$20

Course Description: Students will prepare medical careers in a clinic setting. This class will cover medical skills and knowledge to prepare students for entry level office jobs. Medical terminology, insurance and ethics are covered in this class. Students will also be introduced to patient interactions and infection control. Additionally, students have the opportunity to explore health information management fields through field trips, guest speakers, and career exploration.

Textbook(s): Kinn's Medical Assistant, Medical Office Procedures, Introduction to Medical Terminology

Materials Needed:

- Binder and note paper

Grading Policy:

❖ Daily assignments	15%
❖ Quizzes and Unit Tests	15%
❖ Daily participation	15%
❖ Senior Project	20%
❖ Final Exam	15%
❖ Intern performance	20%

Homework Policy: The majority of work is done in class on medical software provided for the student.

Late Work/Absent Work Policy: Students have two days upon their return to school to complete absent work during extra help time.

Topics Covered:

- ❖ Medical Policies
- ❖ Medical Terminology
- ❖ Infection Control
- ❖ Office Procedures
- ❖ Ethics
- ❖ Laboratory Skills
- ❖ Communication/Professionalism

MEDICAL TERMINOLOGY SYLLABUS

Teacher: Mrs. Crozier
Room Location: 203A
Course Length: 18 weeks

(voicemail) 419-473-8339 ext 7028
e-mail: tcrozier@wls4kids.org
Fees: \$20.00

Teaching Philosophy:

Multiple learning styles are presented each lesson to accommodate varied learning styles. Technology is used for review and deeper learning on a weekly basis.

General Course Description:

This course will provide exposure to medical language. Terms related to human body structure, procedures, abbreviations, the treatment of diseases, standard abbreviations, etc. will be provided. This course offers information that applies to the fundamental understanding of terms from many areas of medicine.

Learning Outcomes:

Outcomes marked with an asterisk are essential and must be taught.

1. Define medical prefixes, suffixes, combining forms, word roots, and compound words.
2. Describe how medical terms are constructed using word elements.
3. Construct medical words by combining forms, prefixes and suffixes
4. Apply the rules used to build singular/plural forms of medical terms derived from the Greek and Latin language.
5. Define a medical term by dividing it into its elements.
6. Spell terms related to the pathology, diagnostic and treatment procedures, and pharmacology of each body system.
7. Pronounce terms related to the pathology, diagnostic and treatment procedures, and pharmacology of each body system.
8. Identify common diagnostic procedures and conditions including laboratory and radiology tests and exams.
9. Identify the body systems in terms of their major structures, functions, and related work parts.
10. Identify the medical specialists who treat disorders of each body system.
11. Identify body planes, directions, cavities, quadrants and regions.
12. Define common medical and healthcare abbreviations.
13. Describe the anatomical structures of the given body systems, common diseases, and medical and surgical procedures.
14. Interpret various medical reports that use common diagnostic, symptomatic, and procedural terms and standard abbreviations.

Materials required: Folder, notebook, pens/pencils
Textbook(s): Introduction to Medical Terminology, Ann Ehrlich

Grading Policy:

Factors that affect grades include:

- 20% Attendance, professional behavior
- 10% Participation
- 15% Quizzes
- 25% Assignments
- 15% Tests
- 15% Final and Midterm exams

Late and modified work will be accepted at a lower percentage.

Course calendar:

Medical elements will be learned at a rate of approximately 25 per week. Relevant anatomy and physiology review accompanies the terms learned throughout the course. Common medical abbreviations will be introduced as well. Body system review with re-emphasis on words learned occurs at the end of the semester.

**Manufacturing Operations
Taxonomy R7**

Course of Study

Junior & Senior Program

Developed by:

Craig A. Donnell

**Washington Local Schools
Whitmer Career and Technology Center
5719 Clegg Drive
Toledo, Ohio 43613
419-473-8319**

January 2016

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Section 1: Resolution

Washington Local School Board

WHEREAS, the Manufacturing Operations Advisory Committee of Washington Local School District has reviewed the Manufacturing Operations Course of Study, and WHEREAS, the course of study is based upon the Northwest Ohio Tech Prep Consortium's Tech Prep Competencies for Career Paths for the Manufacturing Operations, and

WHEREAS, the Manufacturing Operations Advisory Committee has reviewed these competencies and has edited competencies to address local labor market needs, and to acknowledge the school district's ability to offer specialized programs.

NOW, THEREFORE, BE IT RESOLVED, in accordance with the superintendent's recommendation, that the Washington Local School District adopt the Manufacturing Operations Course of Study.

Approval date: _____

Superintendent

Board President

Section 2: COMPLIANCE WITH FEDERAL LAWS

The Washington Local School District complies with federal laws which prohibit discrimination in programs and activities receiving federal assistance.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

The Washington Local School District also complies with the Family Education Rights and Privacy Act of 1974 which grants parents/guardians the rights to examine their children's official school records.

Inquires regarding unlawful discrimination may be directed to Rachael Novak, Director of Human Resources, Washington Local Schools, 3505 W. Lincolnshire Boulevard, Toledo, Ohio, 43606, or by calling 419-473-8225.

Section 3: Approval by Advisory Committee

After reviewing this document, we recommend that the Manufacturing Operations Course of Study be approved and adopted.

CA O'Neill
WHITMAN CRT
Business
2/26/16
Date

R. R. V.
IRONWORKERS LOCAL 55
Business
2/27/2016
Date

Ph. J. S.
IRONWORKERS APPRENTICESHIP
Business
2/27/16
Date

Mark Sch.
O.E. MEYER
Business
3/21/16
Date

Tommy Adams
Spec-Weld Technologies Inc.
Business
4/4/16
Date

Business

Date

Section 4: DISTRICT PHILOSOPHY AND GOALS

BOARD OF EDUCATION WASHINGTON LOCAL SCHOOL DISTRICT

STATEMENT OF PHILOSOPHY

The Board of Education directs the Superintendent, working cooperatively with administration, staff, and members of the community, to develop and implement an educational program that will be meaningful in meeting the needs of the individual student; to help each student grow intellectually, physically, emotionally, and socially, to the highest level s/he is capable of attaining; to develop a fine balance between cooperative endeavor and individual enterprise.

In striving to achieve our goal, we shall endeavor to:

- A. Personalize instruction allowing each student to develop at a pace and level commensurate with his/her unique aptitudes.
- B. Create and maintain in the student an intellectual curiosity and a desire and enthusiasm for learning.
- C. Recognize the worth of the individual student and provide all students with equal educational opportunities regardless of race, color, national origin, creed, gender, pregnancy, or marital status.
- D. Instill within the student confidence in personal abilities and promote a wholesome self image and a respect for physical and mental health.
- E. Provide opportunities for development of creative abilities and experiences in the arts.
- F. Assist in choosing courses and experiences designed to position the student to successfully achieve careers goals.
- G. Guide the student toward assuming a role as a responsible member of our democratic society and help each student to develop a respect for our cultural heritage and for a high moral and ethical code.

A.C. 3301-35-01, 3301-35-02 (A)

Section 5: Whitmer High School Philosophy and Objectives

Mindful of the need for today's public schools to prepare youth for the challenge of today and tomorrow's world, the fundamental aim of Whitmer High School is to develop programs that will meet the needs of the individual child and teach the basic skills necessary for each student's education by:

- Providing an atmosphere conducive to the development of intellectual curiosity in the student.
- Fostering within the student, a confidence in his/her own abilities
- Assisting the student to realize his/her occupational and educational goals.
- Promoting understanding by the student of his/her civic, ecological and social environment, stressing his/her rights and responsibilities.
- Aiding the student in choosing and developing moral and ethical values.
- Promoting sound attitudes toward physical and mental fitness.
- Providing experiences designed to promote mental and emotional development.
- Developing an appreciation for the diversity of our society and the resulting contributions of the many cultures.
- Introducing the students' ways of profitability and constructively using his/her leisure time.

In order to meet the needs expressed in the philosophy, students will demonstrate to the best of their ability, the fundamental skills necessary to personal growth, development and socialization in our multi-cultural society. Student will:

- Express themselves effectively using spoken and written word
- Read with comprehension and interference.
- Develop effective listening skills
- Accurately apply the basic mathematical processes
- Participate in school related activities
- Develop skills to become contributing members of society
- Understand how the economy functions.
- Develop effective study skills
- Develop a positive self-concept
- Develop a willingness to learn
- Develop effective human relations skill across diverse cultural backgrounds
- Be provided the opportunity to explore the arts through a variety of available programs and courses.
- Be provided with a variety of educational courses which will aid in realizing his/her further vocational interest and economic goals.
- Develop decision making skills.

Section 6: Manufacturing Operations

Program Philosophy and Goals

The Manufacturing Operations Program provides students with the specialized knowledge and skills needed to enter the job market, participate in future educational programs, and recognize their rights and responsibilities as productive citizens of this society, technical knowledge, occupational skills development, health and safety practices, and understanding of the world of work, and the skills necessary for securing and maintaining employment, leadership and cooperative activities are the core of this instructional program.

The advancement of this mission shall be guided by the following general goals. Each student should:

- A. acquire to the fullest possible extent, mastery of the basic skills in the use of words and numbers;
- B. understand and appreciate as much as possible of human achievement, the natural sciences, social science, humanities and the arts;
- C. develop the greatest possible understanding of self with an appreciation of his/her worth as a member of society;
- D. develop an awareness of the intrinsic value of each person;
- E. know the basic principles and practices of American society in comparison to those of other societies and successfully exhibit the habits and attitudes associated with responsible citizenship;
- F. acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being;
- G. develop and exhibit understanding and appreciation of persons belonging to other social, religious, cultural and ethnic groups;
- H. receive the opportunity and encouragement to be creative in one or more fields of endeavor;
- I. show how to obtain and use new facts, skills and ideas as the need for them arises;
- J. acquire the skills necessary to be able to work toward and initial career decision and be provided with a foundation for occupational competence;
- K. realize the significance of the family for the individual and society;
- L. know how to purchase and use goods and services intelligently understanding both the values received by the economic and environmental consequences of such acts;
- M. develop maturing insights in ethical values and principles, allowing him/her to live and work cooperatively with others; and
- N. prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Overview of Program

The Manufacturing Operations Program at Whitmer High School is a two-year program designed for 11th and 12th grade students who are interested in Manufacturing Operations Program and or pursuing post-secondary education upon graduation. The program curriculum is based on the Ohio State Standards and Competency Profiles for Manufacturing Operations.

Students will earn six credits for their combination of classroom instruction and extensive work-based learning experiences after completion of the Manufacturing Operations Program .

Upon completion of this program, students will have a more defined idea of future choices at the college level. Many students can receive college credit for their work-based learning experiences through Owens Community College.

Students are encouraged to take the right classes so that they are prepared for their next step in life. The following pathway chart is a **recommended** sequence for students interested in this career field.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12 – Tech Lit
Algebra 1	Geometry	Algebra 2	College Prep Math
General Physical Science	Biology 1	Science Elective	GTAW
American Experience	Global Issues	American Government	FCAW
Health/PE	PE	GMAW	Elective
	Intro To Welding	SMAW	Elective
		Elective	Elective
		Elective	Elective

In the 11th and 12th grade component of the Manufacturing Operations Program, all students are part of a seamless curriculum, which allows student to transition into post-secondary programs. Each competency and competency builder in the required curriculum is designated to be introduced, reinforced, or mastered at various levels. The basic instructional philosophy for the Manufacturing Operations Program encourages project-based learning.

Throughout the school year, students participate in a variety of work-based learning in order to observe and interact with employees, employers and administrative personnel in order to learn more about the educational institution as a whole. Internships / job shadowing/ School-To-Work are all examples of work-based opportunities.

Articulation agreements have been developed with Owens’s Community College and CTAGS are available with any 2 and 4 year Colleges in the State of Ohio. There is on-going dialogue following the established process and procedures between our school and each participating post-secondary institution to develop and maintain articulation agreements. The procedure can include post-secondary options, waiver of classes or other formats providing time-shortened or advanced skill associate degree paths.

Technology is an integral part of the Manufacturing Operations program. Computer hardware and software are maintained as state-of-the-art. Instructional delivery of curriculum through technology is the norm for this class.

Students enrolled in Manufacturing Operations are also members of Skills/USA. Participation in Skills/USA provides the students with the opportunity to experience competitive events at local, regional and national levels. In addition to the competitive events, the student learns citizenship, parliamentary procedures, democratic principles, social skills and civic responsibility.

Population Served

The Manufacturing Operations Program is open to all students' grades 11 and 12 interested in pursuing employment upon completion of the Whitmer High School educational experience or continuing their education at a postsecondary school. This program is open to all students regardless of educational, economic, or physical disadvantages.

Occupations Addressed

High School Exit Careers	Associate Degree/ Skilled Trades Exit Careers	Baccalaureate Degree Exit Careers
Tacker	Project Manager	Welding Engineer
Fabricator	Shop Supervisor	Mechanical Engineer
Welder	Draftsman	Metallurgist
Fitter	Journeyman Ironworker	Jeweler
Skilled Trades Apprentice	Journeyman Pipefitter	Entrepreneur
Entrepreneur	Journeyman Boilermaker	
Sculptor	Journeyman Plumber	
	Journeyman Sheet Metal	
	Entrepreneur	

Performance Measures

- Pass the current testing required to graduate
- 90% post program placement with 40% transition to post-secondary education
- 100% participation in CTSO
- 100% receive Career Passport
- 95% student attendance
- 100% complete senior project

Section 7: Scope and Sequence

Curriculum Course Content

Gas Metal Arc Welding

Subject Code: 176000

Students will use the Gas Metal Arc Welding process (GMAW) to join various types of metal. They will cut metals using oxy-fuel processes and perform multiple types of welds and joints in all positions up to and including overhead. They will select the appropriate type of electrode wire, shielding gas and adjust welding equipment based on the physical characteristics and metal properties. Students will apply quality control factors to evaluate weld quality.

Shielded Metal Arc Welding

Subject Code: 176001

Students will be able to use the Shielded Metal Arc Welding process (SMAW) to join various types of metal. They will perform multiple types of welds and joints in all positions up to and including overhead. They will select the appropriate type of electrode and adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their quality control factors to evaluate the quality of welds.

Flux Cored Arc Welding

Subject Code: 176002

Students will be able to safely use the Flux Cord Arc Welding process (FCAW) to join various types of metal. They will perform multiple types of welds in all positions up to overhead. They will select the appropriate type of cored electrode and adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their understanding of quality control factors to evaluate the quality of welds.

Gas Tungsten Arc Welding

Subject Code: 176003

Students will use the Gas Tungsten Arc Welding process (GTAW) to join various types of metal. They will perform multiple types of welds and joints in all positions up to and including overhead. They will select the appropriate type of electrode, filler metal and shielding gas and be able to adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply quality control factors to evaluate weld quality.

GMAW

Strand 4. Materials Joining

Learners apply principles of physics and metallurgy to join materials and test joints. Knowledge and skills may be applied to arc welding processes, non-arc welding processes, testing and inspection and thermal cutting.

TPO/Outcome: 4.1. Physics of Welding

Given access to online and classroom resources, the student will apply the physics of arc welding to the process of joining metal as assessed by scoring at least 75% on a written test.

TPO/Outcome: 4.2. Metallurgy of Welding

Applying online and classroom resources, the student will apply the metallurgy of welding to the processes of joining metal as assessed by scoring at least 75% on a written test..

TPO/Outcome: 4.3. Arc Welding Processes

Utilizing lab resources, the student will perform all types of welds in all positions up to overhead using arc welding processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.5. Testing and Inspection

Given access to classroom and lab resources the student will test and inspect joints and weld structures as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.6. Thermal Cutting

Utilizing lab resources the student will cut materials using thermal cutting processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

TPO/Outcome: 5.2. Sketching and Visualization

Applying online and classroom resources, the student will conceptualize and sketch design projects and components as assessed by mock three view drawings and by scoring 75% on a written paper test.

Strand 6. Precision Machining

Learners apply principles of precision machining to measuring work pieces, drawing interpretation, inspection, bench work and layout, power saws, drilling machines, lathes and turning machines, milling machines and grinding machines.

TPO/Outcome: 6.1. Measurement and Interpretation

Given access to online and classroom resources, the student will interpret drawings and documentation and perform measurements as assessed by scoring 75% on a written test.

SMAW

Strand 4. Materials Joining

Learners apply principles of physics and metallurgy to join materials and test joints. Knowledge and skills may be applied to arc welding processes, non-arc welding processes, testing and inspection and thermal cutting.

TPO/Outcome: 4.1. Physics of Welding

Utilizing lab resources, the students will apply the physics of arc welding to the process of joining metal as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.2. Metallurgy of Welding

Given access to classroom and lab resources, the students will apply the metallurgy of welding to the processes of joining metal as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.3. Arc Welding Processes

Applying classroom and lab resources, the students will perform all types of welds in all positions up to overhead using arc welding processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.5. Testing and Inspection

Given access to classroom and lab resources, the students will test and inspect joints and weld structures as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.6. Thermal Cutting

Utilizing lab resources, the students will cut materials using thermal cutting processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

TPO/Outcome: 5.2. Sketching and Visualization

Given access to online and classroom resources, the student will conceptualize and sketch design projects and components by scoring 75% on a written paper test.

Strand 6. Precision Machining

Learners apply principles of precision machining to measuring work pieces, drawing interpretation, inspection, bench work and layout, power saws, drilling machines, lathes and turning machines, milling machines and grinding machines.

TPO/Outcome: 6.1. Measurement and Interpretation

Utilizing classroom resources, the student will interpret drawings and documentation and perform measurements by scoring 75% on a written paper test.

FCAW

Strand 4. Materials Joining

Learners apply principles of physics and metallurgy to join materials and test joints. Knowledge and skills may be applied to arc welding processes, non-arc welding processes, testing and inspection and thermal cutting.

TPO/Outcome: 4.1. Physics of Welding

Given access to classroom and lab resources, the students will apply the physics of arc welding to the process of joining metal as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.2. Metallurgy of Welding

Utilizing lab resources, the students will apply the metallurgy of welding to the processes of joining metal as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.3. Arc Welding Processes

Given access to classroom and lab resources, the students will perform all types of welds in all positions up to overhead using arc welding processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.5. Testing and Inspection

Utilizing lab resources, the students will test and inspect joints and weld structures as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.6. Thermal Cutting

Applying classroom and lab resources, the students will cut materials using thermal cutting processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

TPO/Outcome: 5.2. Sketching and Visualization

Utilizing classroom resources, the student will conceptualize and sketch design projects and components by scoring 75% on a written paper test.

Strand 6. Precision Machining

Learners apply principles of precision machining to measuring work pieces, drawing interpretation, inspection, bench work and layout, power saws, drilling machines, lathes and turning machines, milling machines and grinding machines.

TPO/Outcome: 6.1. Measurement and Interpretation

Utilizing classroom resources, the student will interpret drawings and documentation and perform measurements by scoring 75% on a written paper test.

GTAW

Strand 4. Materials Joining

Learners apply principles of physics and metallurgy to join materials and test joints. Knowledge and skills may be applied to arc welding processes, non-arc welding processes, testing and inspection and thermal cutting.

TPO/Outcome: 4.1. Physics of Welding

Given access to classroom and lab resources, the students will apply the physics of arc welding to the process of joining metal as assessed by criteria set forth by the American Welding Society Standards and Codes..

TPO/Outcome: 4.2. Metallurgy of Welding

Utilizing lab resources, the students will apply the metallurgy of welding to the processes of joining metal as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.3. Arc Welding Processes

Applying classroom and lab resources, the students will perform all types of welds in all positions up to overhead using arc welding processes as assessed by criteria set forth by the American Welding Society Standards and Codes.

TPO/Outcome: 4.5. Testing and Inspection

Utilizing lab resources, the students will test and inspect joints and weld structures as assessed by criteria set forth by the American Welding Society Standards and Codes.

Strand 5. Pre-Engineering: Design and Development

Learners apply principles of design and development related to the design process, sketching and visualization, modeling, drafting, materials and production and process design.

TPO/Outcome: 5.2. Sketching and Visualization

Given access to online and classroom resources, the student will conceptualize and sketch design projects and components by scoring 75% on a written paper test.

Strand 6. Precision Machining

Learners apply principles of precision machining to measuring work pieces, drawing interpretation, inspection, bench work and layout, power saws, drilling machines, lathes and turning machines, milling machines and grinding machines.

TPO/Outcome: 6.1. Measurement and Interpretation

Utilizing classroom resources, the student will interpret drawings and documentation and perform measurements by scoring 75% on a written paper test.

**Curriculum Mapping
Junior Level**

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	4.1 Physics of Welding 4.1.1 – 4.1.4	SMAW	176001
2	4.1 Physics of Welding 4.1.5 – 4.1.8	SMAW	176001
3	4.1 Physics of Welding 4.1.9 – 4.1.13	SMAW	176001
4	4.2 Metallurgy of Welding 4.2.1 - 4.2.4	SMAW	176001
5	4.2 Metallurgy of Welding 4.2.5 – 4.2.8	SMAW	176001
6	4.2 Metallurgy of Welding 4.2.9 – 4.2.13	SMAW	176001
7	4.3 Arc Welding Processes 4.2.1- 4.2.4	SMAW	176001
8	4.3 Arc Welding Processes 4.3.5 – 4.3.8	SMAW	176001
9	4.3 Arc Welding Processes 4.3.9 – 4.3.12	SMAW	176001
10	4.6 Thermal Cutting 4.6.1 – 4.6.2	SMAW	176001
11	4.6 Thermal Cutting 4.6.3 – 4.6.4	SMAW	176001
12	4.6 Thermal Cutting 4.6.5 - 4.6.7	SMAW	176001
13	6.1 Measurement and Interpret. 6.1.1	SMAW	176001
14	6.1 Measurement and Interpret. 6.1.2	SMAW	176001
15	6.1 Measurement and Interpret. 6.2.3 – 6.2.5	SMAW	176001
16	5.2 Sketch and Visualization 5.2.1 - 5.2.3	SMAW	176001
17	5.2 Sketch and Visualization 5.2.4 – 5.2.6	SMAW	176001
18	5.2 Sketch and Visualization 5.2.7 – 5.2.10	SMAW	176001
	Semester Exams		
19	4.1 Physics of Welding 4.1.1 – 4.1.4	GMAW	176000
20	4.1 Physics of Welding 4.1.5 – 4.1.8	GMAW	176000
21	4.1 Physics of Welding 4.1.9 – 4.1.13	GMAW	176000
22	4.2 Metallurgy of Welding 4.2.1 - 4.2.4	GMAW	176000
23	4.2 Metallurgy of Welding 4.2.5 – 4.2.8	GMAW	176000
24	4.2 Metallurgy of Welding 4.2.9 – 4.2.13	GMAW	176000
25	4.3 Arc Welding Processes 4.2.1- 4.2.4	GMAW	176000
26	4.3 Arc Welding Processes 4.3.5 – 4.3.8	GMAW	176000
27	4.3 Arc Welding Processes 4.3.9 – 4.3.12	GMAW	176000
28	4.6 Thermal Cutting 4.6.1 – 4.6.2	GMAW	176000
29	4.6 Thermal Cutting 4.6.3 – 4.6.4	GMAW	176000
30	4.6 Thermal Cutting 4.6.5 - 4.6.7	GMAW	176000
31	6.1 Measurement and Interpret. 6.1.1	GMAW	176000
32	6.1 Measurement and Interpret. 6.1.2	GMAW	176000
33	6.1 Measurement and Interpret. 6.1.2	GMAW	176000
34	5.2 Sketch and Visualization 5.2.1 - 5.2.3	GMAW	176000
35	5.2 Sketch and Visualization 5.2.4 – 5.2.6	GMAW	176000
36	5.2 Sketch and Visualization 5.2.7 – 5.2.10	GMAW	176000
	Final Exams		

Senior Level Program

Week	Technical Content (# and/or Outcome)	Course Name	Course #
1	4.1 Physics of Welding 4.1.1 – 4.1.4	FCAW	176002
2	4.1 Physics of Welding 4.1.5 – 4.1.8	FCAW	176002
3	4.1 Physics of Welding 4.1.9 – 4.1.13	FCAW	176002
4	4.2 Metallurgy of Welding 4.2.1 - 4.2.4	FCAW	176002
5	4.2 Metallurgy of Welding 4.2.5 – 4.2.8	FCAW	176002
6	4.2 Metallurgy of Welding 4.2.9 – 4.2.13	FCAW	176002
7	4.3 Arc Welding Processes 4.2.1- 4.2.4	FCAW	176002
8	4.3 Arc Welding Processes 4.3.5 – 4.3.8	FCAW	176002
9	4.3 Arc Welding Processes 4.3.9 – 4.3.12	FCAW	176002
10	4.6 Thermal Cutting 4.6.1 – 4.6.2	FCAW	176002
11	4.6 Thermal Cutting 4.6.3 – 4.6.4	FCAW	176002
12	4.6 Thermal Cutting 4.6.5 - 4.6.7	FCAW	176002
13	6.1 Measurement and Interpret. 6.1.1	FCAW	176002
14	6.1 Measurement and Interpret. 6.1.2	FCAW	176002
15	6.1 Measurement and Interpret. 6.2.3 – 6.2.5	FCAW	176002
16	5.2 Sketch and Visualization 5.2.1 - 5.2.3	FCAW	176002
17	5.2 Sketch and Visualization 5.2.4 – 5.2.6	FCAW	176002
18	5.2 Sketch and Visualization 5.2.7 – 5.2.10	FCAW	176002
Semester Exams			
19	4.1 Physics of Welding 4.1.1 – 4.1.4	GTAW	176003
20	4.1 Physics of Welding 4.1.5 – 4.1.8	GTAW	176003
21	4.1 Physics of Welding 4.1.9 – 4.1.13	GTAW	176003
22	4.2 Metallurgy of Welding 4.2.1 - 4.2.4	GTAW	176003
23	4.2 Metallurgy of Welding 4.2.5 – 4.2.8	GTAW	176003
24	4.2 Metallurgy of Welding 4.2.9 – 4.2.13	GTAW	176003
25	4.3 Arc Welding Processes 4.2.1- 4.2.4	GTAW	176003
26	4.3 Arc Welding Processes 4.3.5 – 4.3.8	GTAW	176003
27	4.3 Arc Welding Processes 4.3.9 – 4.3.12	GTAW	176003
28	4.5 Testing and Inspection 4.5.1 - 4.5.3	GTAW	176003
29	4.5 Testing and Inspection 4.5.4 – 4.5.6	GTAW	176003
30	4.5 Testing and Inspection 4.5.7 - 4.5.10	GTAW	176003
31	6.1 Measurement and Interpret. 6.1.1	GTAW	176003
32	6.1 Measurement and Interpret. 6.1.2	GTAW	176003
33	6.1 Measurement and Interpret. 6.2.3 – 6.2.5	GTAW	176003
34	5.2 Sketch and Visualization 5.2.1 - 5.2.3	GTAW	176003
35	5.2 Sketch and Visualization 5.2.4 – 5.2.6	GTAW	176003
36	5.2 Sketch and Visualization 5.2.7 – 5.2.10	GTAW	176003
Final Exams			

Section 8: Student Assessment Policy

The student shall perform competencies and descriptors in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and local employers in the community and evaluated by the teacher following these guidelines. In order to receive credit for the course, competencies to be mastered must be determined by the teacher as suggested by the advisory team.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following procedures will be used:

- Pretests
- Post Tests
- Teacher observation and evaluation
- Class discussions
- Project development
- Daily grades
- Lab performance
- Work-based learning experiences
- AWS Industry certifications (D1.1 Structural & D9.1 Sheet Metal Codes)

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through pre-assessment of student's skills, frequent formative assessment, both visual and written, and summative evaluation to determine the mastery of competencies. Formative assessments that are conducted during instruction help the Instructor make necessary instructional adjustments. The instructor may decide to alter instructional materials and methods if students are experiencing difficulties in learning what is being taught. All evaluations are in the form of points received out of points possible. A percentage is then calculated and a letter grade is assigned. Progress reports on all students are distributed to parents on the mid-term of each grading period.

GRADING SCALE AND WEIGHTED GRADES (Board Adopted Grading Scale-10-Point Grading Scale)

% Grade	Letter Grade	Quality Points			Honors Quality Points	AP
93-100	A	4.0	4.5	5.0		
90-92	A-	3.7	4.2	4.7		
87-89	B+	3.3	3.8	4.3		
83-86	B	3.0	3.5	4.0		
80-82	B-	2.7	3.2	3.7		
77-79	C+	2.3	2.8	3.3		
73-76	C	2.0	2.5	3.0		
70-72	C-	1.7	2.2	2.7		
67-69	D+	1.3	1.8	2.3		
63-66	D	1.0	1.5	2.0		
60-62	D-	0.7	1.2	1.7		
0-59 F	0	0	0			

Student Organizations

Students will be expected to members of both the SKILLS/USA and AWS Student Chapter student organizations. Active involvement in club activities including after school and club events and fundraisers is considered mandatory for all students.

WELDING I SYLLABUS

Teacher: Craig Donnell
Room Location: CTC 125
Course Length: 2 Semesters

419-473-8455
cdonnell@wls4kids.org
Fees: \$110.00

Course Description: During the Welding I Program, students will complete the NCCER Core and Level I Curriculum.

Textbook(s): NCCER Core and Level I Text Books

Materials Needed:

- 3 Ring Binder
- 2 Pencils, 2 Black Pens, Highlighter Marker
- Lock For Locker
- Coveralls and Steel Toed Work Boots

Grading Policy: 50% of Grade based on Employability Skills and 50% will be based on Tests, Quizzes, and Projects.

Homework Policy: Homework will be assigned as needed throughout the Program. There will be no accepting late homework.

Late Work/Absent Work Policy: It is up to the individual student to receive and finish any make-up work that is missed due to Absences.

Course Calendar: August, September-	Safety and Housekeeping Welding Fabrication
October-	Oxy-Fuel Welding/Cutting, Core SMAW, Core Materials Science and Testing
November, December-	GMAW and Blueprint Reading, Core
January-	Welding Fabrication, Core
February, March-	FCAW, Core
April, May-	GTAW, Core

Miscellaneous Information: Lab Fees must be paid before the start of the School year and students MUST have ALL protective equipment the first day of School. (Coveralls and Steel Toed Safety Boots)

WELDING II SYLLABUS

Teacher: Craig Donnell
Room Location: CTC 125
Course Length: 2 Semesters

419-473-8455
cdonnell@wls4kids.org
Fees: \$40.00

Course Description: During the Welding II Program, students will complete the NCCER Level II Curriculum which completes the requirements of the AWS "SENSE" Program.

Textbook(s): NCCER Level II Text Books

Materials Needed:

- 3 Ring Binder
- 2 Pencils, 2 Black Pens, Highlighter Marker
- Lock For Locker
- Coveralls and Steel Toed Work Boots

Grading Policy: 50% of Grade based on Employability Skills and 50% will be based on Tests, Quizzes, and Projects.

Homework Policy: Homework will be assigned as needed throughout the Program. There will be no accepting late homework.

Late Work/Absent Work Policy: It is up to the individual student to receive and finish any make-up work that is missed due to Absences.

Course Calendar: August, September-	Safety and Housekeeping Materials Science and Inspection
October-	GTAW
November-	PAC
December, January-	GMAW, Employability Skills
February, March-	GTAW, Employability Skills, Resumes
April-	FCAW, Employability Skills, Senior Projects
May-	GTAW, FCAW, SMAW Qualifications

Miscellaneous Information: Lab Fees must be paid before the start of the School year and students MUST have ALL protective equipment the first day of School. (Coveralls and Steel Toed Safety Boots) Seniors cannot have more than 14 days absences in both Junior and Senior years and maintained at least a "C" average in order to take Qualification Tests for Certification.

16. School Lunch Prices / 2016-2017

The Superintendent recommends that the Board approve school lunch prices for 2016-2017 as presented:

	2015-2016	2016-2017
Junior High and High School	\$2.75	\$3.00
Elementary	\$2.50	\$2.75
Breakfast / Elementary	\$1.50	\$1.50
Breakfast / JH and HS	\$1.75	\$1.75

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

17. OHSAA 2016-2017 Membership Resolution

The Superintendent recommends that the Board approve the resolution authorizing 2016-2017 membership in the Ohio High School Athletic Association as presented:

RESOLUTION AUTHORIZING 2016-2017 MEMBERSHIP IN OHIO HIGH SCHOOL ATHLETIC ASSOCIATION

WHEREAS, the Washington Local School District of 3505 W. Lincolnshire Boulevard, Lucas County, Ohio has satisfied all the requirements for membership in the Ohio High School Athletic Association, a voluntary not-for-profit association; and

WHEREAS, the Board of Education/Governing Board ("Board") and its Administration desire for the schools with one or more grades at the 7-12 grade level under their jurisdiction to be voluntary members of the OHSAA;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION/GOVERNING BOARD, that Whitmer High School, Jefferson Junior High School, and Washington Junior High School do hereby voluntarily renew their membership in the OHSAA and that in doing so, the Constitution and Bylaws of the OHSAA are hereby adopted by this Board as and for its own minimum student-athlete eligibility requirements. Notwithstanding the foregoing, the Board does reserve the right to raise the student-athlete eligibility standards as the Board deems appropriate for the schools and students under its jurisdiction; and

BE IT FURTHER RESOLVED that the schools under this Board's jurisdiction agree to conduct their athletic programs in accordance with the Constitution, Bylaws, Regulations, interpretations and decisions of the OHSAA and to cooperate fully and timely with the Commissioner's Office of the OHSAA in all matters related to the interscholastic athletic programs of the schools. Furthermore, the schools under this Board's jurisdiction shall be the primary enforcers of the OHSAA Constitution, Bylaws and Sports Regulations and the interpretations and rulings rendered by the Commissioner's Office. The administrative heads of these schools understand that failure to discharge the duty of primary enforcement may result in fines, removal from tournaments, suspension from membership and/or other such penalties as prescribed in Bylaw 11.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

18. Purchases Over \$25,000

Washington Local Schools Policy 6320—Purchases Limitations (Purchase Order/Contract)

All purchases (purchase order/contract) except utilities and emergency purchases, that are within the amount contained in the appropriation and were originally contemplated in the budgeting process may be made upon authorization of the Treasurer unless the contemplated purchase is for more than \$25,000, in which case prior approval is required from the Board of Education.

The Treasurer is authorized to adjust appropriations within a fund in order to make necessary purchases and shall report such modifications at the following regular Board meeting.

The Treasurer is authorized to make emergency purchases, without prior adjustment, or Board approval of those goods and/or services needed to keep the schools in operation. Emergency purchases that exceed \$25,000 will be submitted for approval at the next Board meeting.

Per Policy 6320, the Superintendent recommends that the Board approve the following request from Bob Gulick, Director of Technology:

A. GovConnection

- \$29,266.19
- 122 Lenovo N22 Chromebook; 122 Google OS Licenses; 3 Spectrum Cloud 32 Cart; 4 Black Box Cabinets

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

TO: Cherie Mourlam

RE: Recommendation to the Washington Local School Board to Purchase Additional ChromeOS Devices

DATE: 05/09/2016

The use of Chromebooks for instructional activities, district-designed assessments and state mandated tests continues to increase. Principals from Greenwood, Hiawatha, Jackman and McGregor have elected to use some of their Title I budget to purchase chromeOS devices for their respective buildings.

There are two basic configurations being purchased. The first is the typical 30 chromebook mobile cart. The second is a stationary tabletop cabinet that can hold eight chromebooks. The chromebooks themselves will be the Lenovo N22 which is the latest version of the Lenovo light with 4GB of memory and a more robust keyboard.

A Request for Quote was sent to six VARs. Four responded by the deadline with the quotes summarized below:

VAR	CDWG	GovConnection	Strictly Tech	Zones
(122) Lenovo N22 Chromebook	\$20,740.00 total \$170.00 each	\$21,115.76 total \$173.08 each	\$21,459.80 total \$175.90 each	\$22,333.32 total \$183.06 each
(122) GoogleOS Licenses	\$3,050.00 total \$25.00 each	\$3,025.60 total \$24.80 each	\$2,958.50 total \$24.25 each	\$2,928.00 total \$24.00 each
(3) Spectrum Cloud 32 Cart	\$3,300.00 total \$1,100.00 each	\$3,584.55 total \$1,194.85 each	\$3,852.00 total \$1,284.00 each	\$3,784.83 total \$1,261.61 each
(4) Black Box Cabinet	\$2,200.00 total \$550.00 each	\$1,540.28 total \$385.07 each	\$2,176.00 total \$544.00 each	\$1,705.32 total \$426.33 each
TOTAL	\$29,290.00	\$29,266.19	\$30,446.30	\$30,751.47

After reviewing the quotes, I would recommend that we accept the quote from GovConnection for a total price of \$29,266.19.

This purchase is being paid for out of Title I funds.

SALES QUOTE

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Account Executive: Barbara Ferrigno
Phone: (800) 800-0019 ext. 75077
Fax: 603-683-0156
Email: bferrigno@govconnection.com

24096957.03-W1

PLEASE REFER TO THE ABOVE
QUOTE # WHEN ORDERING

Date: 5/2/2016
Valid Through: 5/10/2016
Account #: 575767

Account Manager:
Phone:
Fax:
Email:

Customer Contact: Bob Gulick
Email: bgulick@wls4kids.org

Phone: (419) 473-8321
Fax: (419) 473-8247

QUOTE PROVIDED TO: AB#: 575767 WASHINGTON LOCAL SCHOOLS ACCOUNTS PAYABLE 3505 W LINCOLNSHIRE BLVD TOLEDO, OH 43606 (419) 473-8480	SHIP TO: AB#: 5048625 WASHINGTON LOCAL SCHOOLS WLS-WAREHOUSE 2774 LYCEUM PLACE TOLEDO, OH 43613 (419) 473-8480
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DELIVERY	FOB	SHIP VIA	SHIP WEIGHT	TERMS	CONTRACT ID#
5-30 Days A/R/O	Destination	Heavy Weight Ground	1,637.00 lbs	NET 30	

Important Notice: --- THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: www.govconnection.com, or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Please refer to our Quote Number in your order.

* Line #	Qty	Item #	Mfg. Part #	Description	Mfg.	Price	Ext
1	122	17970425	CROSSWDISEDU	Acad. Google Chrome OS Management Console License Google	Google	\$ 24.80	\$ 3,025.60
2	3	31646488	55468-ABB	Cloud32 Cart with 5" Balloon Wheels and Switch / Trays, Warm Gray Spectrum Industries	Spectrum Industries	\$ 1,194.85	\$ 3,584.55
3	4	17354112	UD10KP	10-unit iPad, Chromebook and Tablet Locker Black Box Corp.	Black Box Corp.	\$ 385.07	\$ 1,540.28
4	122	31261625	80SF0001US	IdeaPad N22 Celeron N3050 / 4GB / 16GB / 11.6" HD / Chrome OS Lenovo Commercial Systems	Lenovo Commercial Systems	\$ 173.08	\$ 21,115.76
Subtotal						\$	29,266.19
Fee						\$	0.00
Shipping and Handling						\$	0.00
Tax							Exempt!
Total						\$	29,266.19

*Lease for as low as: \$892.91/Mo.



SALES QUOTATION

QUOTE NO.	ACCOUNT NO.	DATE
HBP049	1190865	5/9/2016

BILL TO:
 WASHINGTON LOCAL SCHOOLS
 3505 W LINCOLNSHIRE BLVD
 ****SHIP COMPLETE*****

SHIP TO:
 WASHINGTON LOCAL SCHOOLS
 Attention To: DR.BOB GULICK
 3505 W LINCOLNSHIRE BLVD
 ****SHIP COMPLETE*****

Accounts Payable
 TOLEDO , OH 43606-1299

TOLEDO , OH 43606-1299
 Contact: DR.BOB
 GULICK 419.473.8321

Customer Phone #419.473.8251

Customer P.O. # RFQ-T1 QUOTE

ACCOUNT MANAGER		SHIPPING METHOD	TERMS	EXEMPTION CERTIFICATE
MICHELLE RIETEMA 866.224.4820		FEDEX Ground	NET 30 Days-Govt/Ed	GOVT-EXEMPT
QTY	ITEM NO.	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
4	3335877	BLACK BOX 10U CHARGING LOCKER Mfg#: UD10KP Contract: MARKET	550.00	2,200.00
122	3961998	LVO N22 N3050 16GB 4GB CHROME Mfg#: 80SF0001US Contract: MARKET	170.00	20,740.00
122	3577022	ACAD GOOGLE CHROME OS MGT LIC Mfg#: CROSSWDISEDU Contract: MARKET	25.00	3,050.00
3	3952120	Electronic distribution - NO MEDIA SPECTRUM CLOUD32 W/4IN BALLOON WHEEL Mfg#: 55468-AAB Contract: MARKET	1,100.00	3,300.00
SUBTOTAL				29,290.00
FREIGHT				0.00
TAX				0.00

US Currency

TOTAL 29,290.00

CDW Government
 230 North Milwaukee Ave.
 Vernon Hills, IL 60061

Fax: 312.705.9452

Please remit payment to:
 CDW Government
 75 Remittance Drive
 Suite 1515
 Chicago, IL 60675-1515



Strictly Technology
 5381 NW 33rd Avenue
 Suite 101
 Fort Lauderdale, Florida 33309
 United States
 (P) (954) 606-5440
 (F) (954) 606-5441

Quotation (Open)





Date Apr 22, 2016 02:41 PM EDT
Doc # 17075 - rev 1 of 1
Description Spectrum - Cloud32 Chromebook Cart / Black Box / Lenovo / Google
SalesRep McLeod, Ethan (P) 9546065440 (F) 9546065441
Customer Contact Bob, Gulick (P) 419-473-8220 bgulick@wls4kids.org

Customer
 Washington Local Schools
 OH (WL1766)
 Bob, Gulick
 3505 W Lincolnshire Blvd
 43606, OH 43606
 United States
 (P) 419-473-8220

Bill To
 Washington Local Schools OH
 Bob, Gulick
 3505 W Lincolnshire Blvd
 43606, OH 43606
 United States
 (P) 419-473-8220

Ship To
 Washington Local Schools OH
 Bob, Gulick
 3505 W Lincolnshire Blvd
 43606, OH 43606
 United States
 (P) 419-473-8220

Customer PO:	Terms: Undefined	Ship Via: FedEx Ground
Special Instructions:	Carrier Account #:	

#	Image	Description	Part #	Tax	Qty	Unit Price	Total
1		Spectrum - Cloud32 Chromebook Cart	55468-ABB	Yes	3	\$1,284.00	\$3,852.00
Note: *This item includes FREE DOCK to DOCK shipping, if a lift-gate is needed let me know and I can update the quote							
2		Black Box Cabinet unit for 10 notebooks/tablets	UD10KP	Yes	4	\$544.00	\$2,176.00
3		Lenovo N22 Chromebook 80SF Celeron N3050 / 1.6 GHz - Chrome OS - 4 GB RAM - 16 GB eMMC - 11.6" 1366 x 768 (HD) - HD Graphics - 802.11ac	80SF0001US	Yes	122	\$175.90	\$21,459.80
4		Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU	Yes	122	\$24.25	\$2,958.50

FREE GROUND SHIPPING from Strictly Tech

Quoted price may reflect manufacture incentives, special discounts, rebates and quantities. Changes to this quote may affect pricing. Contact your sales representative for more information.

Prices exclude applicable taxes, insurance, shipping and special handling charges unless stated. All prices are subject to change without notice. Supply

Subtotal:	\$30,446.30
Tax (0.000%):	\$0.00
Shipping:	\$0.00
Total:	\$30,446.30

ZONES™

Connecting Business & Technology

5/6/2016

Bill To:
WASHINGTON LOCAL SCHOOLS A/P
3505 W LINCOLNSHIRE BLVD
TOLEDO, OH 43606
Phone : (419) 473-8220

Ship To:
BOB GULICK
WASHINGTON LOCAL SCHOOLS
2774 LYCEUM PLACE
TOLEDO, OH 43613
USA

Account # 0071003307
Quote : K0322740
PO# :

Software prices subject to change

Hardware quotes are valid for 7 business days

Memory Prices are valid for 24 hours only, call for verification

REMIT PAYMENT TO:
ZONES INC
P.O. BOX 34740
SEATTLE WA 98124-1740

**PLEASE SEND PURCHASE
ORDERS DIRECTLY TO YOUR
ZONES ACCOUNT EXECUTIVE
VIA FAX OR EMAIL**

Timothy Boyer
Account Executive
Phone:(253) 288-6087
Fax:(253) 288-6587

Email: Timothy.Boyer@zones.com

Item #	Qty.	Mfr. Name	Description	Manufacturers Part #	Unit Price	Total
003583998-NEW	122	LENOVO INC.	N22, INTEL N3050, 11.6 HD TN AG DISPLAY, CHROME OS, 4 GB MEMORY, 16GB	80SF0001US	183.06	22333.32
002654380-NEW	122	GOOGLE INC	GOOGLE CHROME OS MANAGEMENT CONSOLE EDU	CROSSWDISEDU	24.00	2928.00
001860887-WLS	4	BLACK BOX CORP.	10 Unit Universal Locker	UD10KP	426.33	1705.32
003565019-NEW	3	SPECTRUM INDUSTRIES, INC.	Cloud32 w/ 5in Balloon Wheels Switch/Trays	55468-ABB	1261.61	3784.83

ASK US ABOUT

Installation Services

On-site Technical Services and Hourly Service Rates

Remote Help Desk and Remote Network OS Support

Sub-Total: \$30751.47

Estimated Sales Tax: \$0.00

FedEx Ground: \$0.00

Grand Total: \$30751.47

Visit us on the web: <http://www.zones.com>

24 Mo. \$1 Out lease for 1425.02 per month

36 Mo. \$1 Out lease for 984.97 per month

Please Note: Lease Amounts Exclude Tax

Zones, Inc
1102 15th St. SW Suite 102
Auburn, WA 98001
Phone: (800) 419-9663



CERTIFIED
as an NMBC
MINORITY BUSINESS
ENTERPRISE
by the NMSDC

Shipping Terms: For all shipments, Zones will arrange for shipping to the customer's destination; however, such costs are the responsibility of the customer. For shipments made during the seven calendar days preceding the end of each calendar quarter, title and risk of loss will pass to the customer upon delivery by Zones to the carrier. For all orders shipped within this seven day period, Zones will obtain third-party insurance at its own expense and will assist the customer in filing any claims with the insurance company arising from loss or damage to the shipment during transit. Prices are quoted by volume, and are subject to change without notice. Products sold by Zones are third party products and are subject to the warranties and representations of the applicable manufacturers.
RETURNS: No returns will be accepted without a Return Authorization (RA) Number, requested within 14 days from the invoice date. Software licensing and special-order products are non-returnable. Other products are subject to manufacturer return policies and restrictions. Additional Terms and Conditions apply and are available on our website.

WE APPRECIATE THIS OPPORTUNITY TO EARN YOUR BUSINESS, AND LOOK FORWARD TO SERVING YOU SOON! THANK YOU!

19. Executive Session

The Superintendent recommends that the Board of Education enter into Executive Session to:

1. Consider the *APPOINTMENT* of a public employee or official.
2. Consider the *EMPLOYMENT* of a public employee or official.
3. Consider the *DISMISSAL* of a public employee or official.
4. Consider the *DISCIPLINE* of a public employee or official.
5. Consider the *PROMOTION* of a public employee or official.
6. Consider the *DEMOTION* of a public employee or official.
7. Consider the *COMPENSATION* of a public employee or official.
8. Consider the *INVESTIGATION OF CHARGES OR COMPLAINTS* against a public employee, official, licensee, or student.
9. Consider the *PURCHASE OF PROPERTY* for public purposes.
10. Consider the *SALE OF PROPERTY* at competitive bidding.
11. *CONFER WITH AN ATTORNEY* for the Board of Education concerning disputes involving the Board that are the subject of pending or imminent court action.
12. *CONSIDER INFORMATION THAT CONCERNS A DISPUTE* which is or may become subject to litigation or other legal proceeding, and would be harmful to the interests of the School District if disclosed to any opposing party or parties.
13. *CONSIDER INFORMATION THAT CONCERNS A PROPOSED NEGOTIATION AND/OR CONTRACTUAL AGREEMENT* with a person, firm, labor organization, or governmental entity, and would impair the School District’s position with respect to such negotiations or agreement(s) if such information were to be disclosed publicly.
14. *PREPARE FOR NEGOTIATIONS OR BARGAINING SESSIONS* with public employees concerning their compensation or other terms and conditions of employment.
15. *CONDUCT NEGOTIATIONS OR BARGAINING SESSIONS* with public employees concerning their compensation or other terms and conditions of employment.
16. *REVIEW NEGOTIATIONS OR BARGAINING SESSIONS* with public employees concerning their compensation or other terms and conditions of employment.
17. *CONSIDER MATTERS REQUIRED TO BE KEPT CONFIDENTIAL* by federal law or regulations or state statutes.
18. *DISCUSS DETAILS RELATIVE TO THE SECURITY ARRANGEMENTS* and emergency response protocols for the Board of Education.
19. *CONSIDER CONFIDENTIAL INFORMATION* related to the marketing plans, specific business strategy, production techniques, trade secrets, or personal financial statements of an applicant for economic development assistance.
20. *CONSIDER CONFIDENTIAL INFORMATION* related to negotiations with other political subdivisions respecting requests for economic development assistance.

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

TIME ENTERED INTO EXECUTIVE SESSION: _____ P.M.

Let the minutes reflect that at _____ P.M., the Washington Local Board of Education **RETURNED FROM** Executive Session and did, in fact:

- # _____ (list numbers from above list as appropriate)

All board of education members returned to the meeting.

The following board member(s) did not return to the meeting: _____

20. Personnel

RECOMMENDATION #1 OF 2: The Superintendent recommends that the Board approve, via consent motion, personnel items as presented:

1. RESIGNATIONS

A. Administrative Personnel

- | | | |
|------------------|----------------------------------|---------------------------|
| 1. Julie Buehrer | Elementary Principal
Hiawatha | 07/31/2016
Resignation |
|------------------|----------------------------------|---------------------------|

B. Extra Duty Personnel

- | | | |
|------------------------|---------------------------------------|------------|
| 1. April Costin | #063-2 Golf-Head Coach-Girls | 06/30/2016 |
| 2. Jodi Fryman-Reed | #165L-b Pep Club | 06/30/2016 |
| 3. Tracy Gladieux | #222-6 Bldg Tech Facilitator-Hiawatha | 06/30/2016 |
| 4. Amber Knaggs | #120L-2 Student Council Asst Advisor | 06/30/2016 |
| 5. Amanda Kosakowski | #123L-1 Student Council Asst Advisor | 06/30/2016 |
| 6. Kelly Lopez | #170L-06 Activities Director-Hiawatha | 06/30/2016 |
| 7. Kelly Lopez | #171L-06 Safety Patrol Coord-Hiawatha | 06/30/2016 |
| 8. John Mohn | #210-1 Dept Chair-Whitmer-English | 06/30/2016 |
| 9. Sarah Osborn | #218L-6 Elem Head Teacher-Hiawatha | 06/30/2016 |
| 10. Marissa Rex | #217L-6a Elem Dept Chair-Hiawatha | 06/30/2016 |
| 11. Diana Sampson** | #169L-06a Elem After School Act-Hia | 06/30/2016 |
| 12. Sarah Scroggs** | #094 Cheerleader-Freshman Coach | 06/30/2016 |
| 13. Harry R. Snodgrass | #010-1a Football-Jr. High Coach | 06/30/2016 |
- **Consultants

C. Substitute Certified Personnel

- | | | |
|------------------|--|------------|
| 1. David Roshong | | 05/27/2016 |
|------------------|--|------------|

2. LEAVES OF ABSENCE

A. Classified Personnel

- | | | |
|------------------------|--------------------|-------------------------|
| 1. Benjamin Gilliam | Ext. Medical Leave | 05/02/2016 – 10/22/2016 |
| 2. Ronald Hetherington | Medical Leave | 04/05/2016 – 06/18/2016 |

3. NOMINATIONS – 2015/16

A. Classified Personnel

- | | | |
|-------------------------|---|------------|
| 1. Kimberly Knakiewicz* | Safety Aide – Meadowvale
2 hrs./day
Sched. K, step 0 @ \$14.73/hr.
\$.65/hr. Longevity = \$15.38/hr. | 05/09/2016 |
|-------------------------|---|------------|

*Currently employed as a Secretary (2.5 hrs./day), making her a two (2) position employee.

B. Substitute Certified Personnel

1. Kelsie Fritsch
2. Benjamin Kretz

**C. Career Coordinator @ \$25.56/hr.
Career Tech Weighted Funds**

1. Jean Kornowa

D. Elementary Music Program

1. Ann Augustine	3/23 and 4/27, 2016	Hiawatha	\$	66.66
2. Michelle Brunkhorst	3/23 and 4/27, 2016	Hiawatha	\$	66.66
3. Beverly Fandrey	3/23 and 4/27, 2016	Hiawatha	\$	66.66
4. Beverly Fandrey	March 15, 2016	McGregor	\$	200.00

E. Elementary Summer School Program

June 13, 2016 – July 13, 2016

\$25.56/hr. through June 30, 2016

\$26.33/hr. effective July 1, 2016

As Needed Basis

- | | | |
|----------------------|--------------------|----------------------|
| 1. Kelly Cook | 5. Wendy Measles | 9. Donna Stacy |
| 2. Mindi Hazuda | 6. Emily Miller | 10. Jenna Steele |
| 3. Molly Henry | 7. Diane Pickering | 11. Jennifer Woerner |
| 4. Gabrielle Hinshaw | 8. Gina Richards | |

F. High School Summer School Program

June 20, 2016 – July 29, 2016

\$25.56/hr. through June 30, 2016

\$26.33/hr. effective July 1, 2016

As Needed Basis

- | | | |
|---------------------|----------------------|---------------------|
| 1. Heather Densmore | 3. Brian Kaser | 5. Benjamin Palicki |
| 2. Jodi Fryman-Reed | 4. Vincent Maraughha | 6. Leland Snyder |

G. Special Education Summer School Program

June 20, 2016 – July 29, 2016

\$25.56/hr. through June 30, 2016

\$26.33/hr. effective July 1, 2016

As Needed Basis

- | | | |
|------------------|--------------------|------------------------|
| 1. Marc Berryman | 4. Joy Krajewski | 7. Heidi Rao |
| 2. Eric Brown | 5. Matthew LaPoint | 8. Kenneth Steinmiller |
| 3. Joni King | 6. James Nino | |

H. Physical Education Summer School Program

June 20, 2016 – July 29, 2016

\$25.56/hr. through June 30, 2016

\$26.33/hr. effective July 1, 2016

As Needed Basis

1. Craig Aman

I. Classified Summer Help (As Needed Basis)

Bus Cleaning/Seat Repair @ \$9.50/hr.

Computer Services Help @ \$9.50/hr.

Custodian @ \$9.50/hr.

Lawn Crew @ \$9.50/hr.

- | | | |
|---------------------------|---------------------------|------------------------|
| 1. Julie Adams | 31. Luke Hickey | 61. Robert Reinhart |
| 2. April Anthony | 32. Rachel Hill | 62. Heidi Revels |
| 3. Pamela Appleman | 33. Phyllis Hinkle | 63. Pamela Reynolds |
| 4. Debra Babel-Pounds | 34. Mary Hutson | 64. Dana Richards |
| 5. Jay Balogh | 35. Steven Ingalsbe | 65. Kenneth Richards |
| 6. David Bauman | 36. Kenneth Kania, Jr. | 66. Rhonda Riebe |
| 7. Matthew Bodeman, Jr. | 37. Kristy Kasch | 67. Miranda Rutkowski |
| 8. Kevin Borysiak | 38. Monica Keener | 68. John Rybarczyk |
| 9. Brian Brooks | 39. Brett Keller | 69. Michelle Schneider |
| 10. Barbara G. Brown | 40. Tonya King | 70. Michael Shea |
| 11. Brandi Brown | 41. Ronald Kleopfer | 71. Carol Sommers |
| 12. Inetha Brown | 42. Toni Koder | 72. Cosette Stalker |
| 13. Rita Brown-Ellis | 43. Bradford Kotlarczyk | 73. Mark Stewart |
| 14. Christopher Burkart | 44. David Lenz | 74. Michael Sugg |
| 15. Sheri Caddarette | 45. Cari Lawecki | 75. Belinda Sutherland |
| 16. Patricia Campbell | 46. Mary Lewandowski | 76. Vicki Swartz |
| 17. George Caughhorn | 47. Jeffery Mack | 77. Adam Swisher |
| 18. Jessica Cordrey | 48. Dennis Madlinski, Sr. | 78. Donna Swope |
| 19. Gail Cousino | 49. Tammy Madlinski | 79. Laura Tabb |
| 20. Jennifer DeLong | 50. Kathy Mahoney | 80. Jeanine Tomasi |
| 21. Jack Dickason, Jr. | 51. Melanie Marquis | 81. Wesley Vance |
| 22. Dylan Deiter | 52. Wendy Measles | 82. Tammy VanSant |
| 23. Stephanie Downey | 53. Vicki Oehlers | 83. Bonnie Varnes |
| 24. Kimberly Dye | 54. Deana Parks | 84. Vern Watrol |
| 25. Dennis Fall | 55. Lisa Paul | 85. Luke Weaver |
| 26. Kenneth Friess | 56. Carrie Peart | 86. Andrea Whitenburg |
| 27. Maranda Hartman | 57. Kimberlee Peart | 87. Steven Yates |
| 28. Gregory Heban | 58. Angela Pedelose | 88. Nancy Zimmel |
| 29. Darren Heminger | 59. Wendy Pool | |
| 30. Victoria Hetherington | 60. Bernard Rachuba | |

J. O.G.T Tutors and Test Proctors @ \$25.56/hr.

June 6 – June 17, 2016

- | | | |
|---------------------|------------------------|---------------------|
| 1. Regina Chadwick | 4. Nicholas Jakutowicz | 7. Edward McCarthy |
| 2. Heather Densmore | 5. Brian Kahl | 8. Matthew Mullan |
| 3. Jodi Fryman-Reed | 6. David Lenz | 9. Benjamin Palicki |

4. NOMINATIONS – 2016/17

A. Administrative Personnel

		<u>Step</u>	<u>Base</u>	<u>Stipend</u>	<u>Total</u>
<u>1. ONE-YEAR CONTRACT</u>					
<u>Schedule 2 - 214 Days</u>					
Williams, Christine	Elementary Principal	8	96,788	0	96,788
<u>2. TWO-YEAR CONTRACT</u>					
<u>Schedule 1 - 204 Days</u>					
Twiggs, Shannon	Special Ed. Case Manager	3	71,301	1,800	73,101
<u>Schedule 2 - 214 Days</u>					
Bernhardt, Albert	Elementary Principal	10	101,026	3,600	104,626
May 18, 2016	Personnel				

		Step	Base	Stipend	Total
<u>Schedule 5.3 - 12 Months</u>					
Snook, Thomas	Associate Principal - HS	10	105,485	3,600	109,085
<u>Schedule 5.4 - 214 Days</u>					
Berryman Branyan, Laura	Associate Principal - HS	2	83,012	3,600	86,612
<u>Schedule 6.4 - 12 Months</u>					
Gulick, Robert	Dir Technology	6	109,171	5,000	114,171
Heban, Debra	Director of CTC	10	117,647	1,800	119,447
Novak, Rachael	Dir Human Resources	2	100,695	4,500	105,195

3. ANNUAL NOTICE OF SALARY

Schedule 1 - 204 Days

Leone, Suzanna	Special Ed. Case Manager	9	84,015	5,000	89,015
Sanderson, Gina	Special Ed. Case Manager	3	71,301	3,600	74,901

Schedule 2 - 214 Days

Colon, William	Elementary Principal	10	101,026	3,600	104,626
Dedo, Kimberly	Elementary Principal	10	101,026	3,600	104,626
Franco, Amy	Elementary Principal	10	101,026	5,000	106,026
Magginis, Jr., William	Elementary Principal	10	101,026	3,600	104,626
Morse, Lisa	Elementary Principal	3	86,193	4,500	90,693
Perry, Stephen	Elementary Principal	4	88,312	3,600	91,912

Schedule 3.2 - 214 Days

Wietrzykowski, Jenny	Associate Principal - JH	3	82,936	4,500	87,436
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Schedule 5.2 - 219 Days

Scharf, Scott	Junior High Principal	10	103,630	3,600	107,230
Spenthoff, Katherine	Junior High Principal	8	99,392	3,600	102,992

Schedule 5.3 - 12 Months

Studnicha-Kusic, Cassandra	Associate Principal - HS	9	103,366	3,600	106,966
----------------------------	--------------------------	---	---------	-------	---------

Schedule 6.4 - 12 Months

Davis, Brian	Dir Curriculum & Instr. K-12	8	113,409	3,600	117,009
Martin, Kristine	High School Principal - Head	10	117,647	3,600	121,247
Rochotte, Neil	Dir Student Services	8	113,409	4,500	117,909

B. Classified Supervisory Personnel

1. TWO-YEAR CONTRACT - 12 MONTHS

		Schedule	Step	Stipend	Total
Bettis, John	Transportation Supervisor	6.1.1	10		83,931
Farley, Frank	Information Technology Manager	6.2	6	2,750	68,143
Fuller, Rebecca	Asst. Supervisor Transportation	6.2	10		73,869
Keller, Douglas	Asst. Supv of Facilities	6.2	10		73,869
Merritt, Richard	Supv Facility/Tech Services	6.1.1	10		83,931
Williams, Judith	EMIS Coordinator	6.1.1	9	2,750	84,562

2. ANNUAL NOTICE OF SALARY

Meyer, Brian	Supv of Safety & Security	6.0	2		57,076
Warren, Debra	Supv Nutrition Services	6.1	10		79,061

C. Certified Personnel

1. Stephen Babich Criminal Justice – CTC
Step 8, Trng. (B.A.) 4 \$ 53,934.00
2. Benjamin Kretz Special Ed. – Jefferson
NEW Step 1, Trng. (B.A.) 4 \$ 38,629.00
3. Donald Palmer Criminal Justice – CTC
Retire/Rehire
Step 1, Trng. (B.A.) 4 \$ 38,629.00

D. Certified Personnel – Limited Contracts

- | | | |
|-------------------------|--------------------------|---------------------------|
| 1. Amy Adams | 43. Amanda Heban | 85. Adam Pickard |
| 2. Joshua Adams | 44. Jordan Hede | 86. Diane Pickering |
| 3. Colleen Aiken | 45. Molly Henry | 87. Stacy Pruitt |
| 4. Mitchell Albright | 46. Jamie Hesselbein | 88. Lisa Raczkowski |
| 5. Crystal Anderson | 47. Christopher Hoover | 89. Brienne Riebe |
| 6. Kimberly Arnold | 48. Katherine Hyttenhove | 90. Erin Righi |
| 7. Deborah Arquette | 49. Kristian Ilstrup | 91. Kathryn Robertson |
| 8. Molly Badovick | 50. Mark Jakubowski | 92. Heather Rotunno |
| 9. Constance Baidel | 51. James Jordan | 93. Shelly Ruiz |
| 10. Reis Baidel | 52. Samantha Kasparian | 94. Kim Rupley |
| 11. Elizabeth Baldwin | 53. John Kazmaier | 95. Nicole Ryan |
| 12. Marc Berryman | 54. Danielle Kessler | 96. Friedrich Schermbeck |
| 13. Brittany Biegajski | 55. Andrea Kinsey | 97. Emily Schifko |
| 14. Verdell Billingsley | 56. Amy Kleinfelter | 98. Dusty Selman |
| 15. Bridget Black | 57. Megan Kosakowski | 99. Nicole Shadle |
| 16. Casey Black | 58. Jennifer Koval | 100. Jennifer Shamy |
| 17. Tiffany Blalock | 59. Kimberly Kovin | 101. Amanda Sheets |
| 18. Dona Borkowski | 60. Jaime LaPoint | 102. Courtney Siebenaller |
| 19. Charles Bott | 61. Thomas LaPoint | 103. Sarah Snell |
| 20. Joseph Brower | 62. Kelly Larsen | 104. Leland Snyder |
| 21. Ashley Brown | 63. Sara Ledzianowski | 105. Lesley Snyder |
| 22. Eric Brown | 64. Douglas LeFevers | 106. KaSandra Spain |
| 23. Katherine Brown | 65. Dale Lehmann | 107. Tadek Stadniczuk |
| 24. Robert Brown | 66. Kimberly Lehmann | 108. Derick Stoup |
| 25. Robin Bushmeyer | 67. David Lenz | 109. Michelle Streeter |
| 26. Bridget Coulter | 68. Amy Lesick | 110. Dolores Swineford |
| 27. Joseph Delano | 69. Angelique Lewis | 111. Rachael Szymanski |
| 28. Carrie Dougherty | 70. Mary Mallory | 112. Tia Tebbe-Lett |
| 29. Leslie Elendt | 71. Katie Maly | 113. Theresa Torio |
| 30. Amy Elliott | 72. Jolaine McCall | 114. Megan Tuttle |
| 31. Kristin Farmer | 73. Edward McCarthy | 115. Marissa Veronica |
| 32. Kimberlee Farnham | 74. April McNamara | 116. Deborah Vincent |
| 33. Leslie Fish | 75. Laura Missler | 117. Lindsey Wagner |
| 34. Katlyn Fritch | 76. Laura Mohn | 118. Hannah Watson |
| 35. Laura Geer | 77. Donald Molloy | 119. Nicholas Whetstone |
| 36. Carla Gilbert | 78. Kimberly Molnar | 120. Mark White |
| 37. Tracy Gladieux | 79. Judy Morse | 121. Amy Win-Szafarowicz |
| 38. Adrienne Goldberg | 80. James Nino | 122. Kenneth Winters |
| 39. Jodi Gordy | 81. Beyea Nowakowski | 123. Karen Wolf |
| 40. Gary Gorton, II | 82. Beth Oyler | 124. Carrie Wray |
| 41. Molly Hansen | 83. Mariel Paganini | 125. Danielle Zielinski |
| 42. Anna Hays | 84. Hope Pawlaczyk | 126. Suzanne Zukas |

**E. Certified Personnel – Continuing Contracts
(Receiving Tenure)**

- | | | |
|------------------|-----------------|---------------------|
| 1. Layla Diebert | 3. Nicole Louks | 5. Charles Townsend |
| 2. Rannae Hansen | 4. Donna Stacy | |

F. Classified Personnel – Limited Contracts

- Rachel Hill

G. Extra Duty Personnel

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
ATHLETIC ACTIVITIES						
#1 Athletic Supervisor/Whitmer						
Athletic Supervisor/Whitmer	001-a	Thomaswick**	Richard	\$4,488	0%	\$4,488
Athletic Supervisor/Whitmer	001-b	Kruthaup**	Paul	\$4,488	0%	\$4,488

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
#2 Athletic Director/Jr. High						
Athletic Director/Jr. High	002-	Smith	Brett	\$5,745	0%	\$5,745
#3 Asst. Athletic Director/Jr. High						
Asst. Athletic Director/Jr.High	003-	Open		\$4,668	0%	\$4,668
#4 Equipment Manager						
Equipment Manager	003-	Open		\$5,027	0%	\$5,027
#6 Ticket Manager						
Ticket Manager	006-	Donati**	Carma	\$4,308	0%	\$4,308
#7 Football - Head Coach						
Football - Head Coach	007-	Winters	Kenneth	\$9,694	10%	\$10,663
#8 Football - Associate Coach						
Football - Associate Coach	008-1	Open		\$6,642	0%	\$6,642
Football - Associate Coach	008-2	Open		\$6,642	0%	\$6,642
Football - Associate Coach	008-3	Open		\$6,642	0%	\$6,642
Football - Associate Coach	008-4	Open		\$6,642	0%	\$6,642
Football - Associate Coach	008-5	Open		\$6,642	0%	\$6,642
Football - Associate Coach	008-6	Open		\$6,642	0%	\$6,642
Football - Associate Coach	008-7	Open		\$6,642	0%	\$6,642
#9 Football - Freshman Coach						
Football - Freshman Coach	009-1	Open		\$4,668	0%	\$4,668
Football - Freshman Coach	009-2	Open		\$4,668	0%	\$4,668
Football - Freshman Coach	009-3	Open		\$4,668	0%	\$4,668
Football - Freshman Coach	009-4	Open		\$4,668	0%	\$4,668
#10 Football - Jr. High Coach						
Football - Jr. High Coach	010-1	Open		\$4,668	0%	\$4,668
Football - Jr. High Coach	010-2	Open		\$4,668	0%	\$4,668
Football - Jr. High Coach	010-3	Open		\$4,668	0%	\$4,668
Football - Jr. High Coach	010-4	Open		\$4,668	0%	\$4,668
#11 Football - Operations Manager						
Football - Operations Manager	011-1	Open		\$3,231	0%	\$3,231
#16 Basketball - Elementary Coordinator						
Basketball - Elem Coordinator - Boys	016-1	Ewing**	Russell	\$1,436	0%	\$1,436
Basketball - Elem Coordinator - Girls	016-2	Ewing**	Russell	\$1,436	0%	\$1,436
#17 Basketball - Head Coach						
Basketball - Head Coach - Boys	017-1	Brown	Ryan	\$8,617	5%	\$9,048
Basketball - Head Coach - Girls	017-2	Bosch	Brandon	\$8,617	5%	\$9,048
#18 Basketball - Associate Coach						
Basketball - Associate Coach - Girls	018-1	Open		\$6,104	0%	\$6,104
Basketball - Associate Coach - Girls	018-2	Open		\$6,104	0%	\$6,104
Basketball - Associate Coach - Boys	018-3	Open		\$6,104	0%	\$6,104
Basketball - Associate Coach - Boys	018-4	Open		\$6,104	0%	\$6,104
#19 Basketball - Freshman Coach						
Basketball - Freshman Coach - Girls	019-1	Open		\$4,668	0%	\$4,668
Basketball - Freshman Coach - Boys	019-2	Open		\$4,668	0%	\$4,668
#20 Basketball - Jr. High Coach						
Basketball - Jr. High Coach - Girls	020-1	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Girls	020-2	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Girls	020-3	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Girls	020-4	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Boys	020-5	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Boys	020-6	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Boys	020-7	Open		\$4,668	0%	\$4,668
Basketball - Jr. High Coach - Boys	020-8	Open		\$4,668	0%	\$4,668
#21 Basketball - Elementary Coach						
Basketball - Elementary Coach - Hiawatha	021-06a	Shively**	Khristopher	\$359	0%	\$359
Basketball - Elementary Coach - Hiawatha	021-06b	Hanson**	Regina	\$359	0%	\$359
Basketball - Elementary Coach - Jackman	021-09a	Sutherland**	Belinda	\$359	0%	\$359
Basketball - Elementary Coach - Jackman	021-09b	Sutherland**	Belinda	\$359	0%	\$359
Basketball - Elementary Coach - McGregor	021-11a	Open		\$359	0%	\$359
Basketball - Elementary Coach - McGregor	021-11b	Open		\$359	0%	\$359
Basketball - Elementary Coach - Mdwvale	021-12a	Borer**	Matthew	\$359	0%	\$359
Basketball - Elementary Coach - Mdwvale	021-12b	Wray**	Casey	\$359	0%	\$359
Basketball - Elementary Coach - Monac	021-13a	Skorich**	Jordan	\$359	0%	\$359
Basketball - Elementary Coach - Monac	021-13b	Skorich**	Jordan	\$359	0%	\$359
Basketball - Elementary Coach - Greenwood	021-14a	Avenelle**	Peter	\$359	0%	\$359

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
Basketball - Elementary Coach - Greenwood	021-14b	Avenelle**	Peter	\$359	0%	\$359
Basketball - Elementary Coach - Shoreland	021-15a	Ochmanek**	Ryan	\$359	0%	\$359
Basketball - Elementary Coach - Shoreland	021-15b	Wert**	Ken	\$359	0%	\$359
Basketball - Elementary Coach - Wernert	021-17a	Hopings**	Marcus	\$359	0%	\$359
Basketball - Elementary Coach - Wernert	021-17b	Hopings**	Marcus	\$359	0%	\$359
#22 Basketball - Operations Manager						
Basketball - Operations Manager	022-1	Open		\$2,154	0%	\$2,154
Basketball - Operations Manager	022-2	Open		\$2,154	0%	\$2,154
#26 Wrestling - Head Coach						
Wrestling - Head Coach	026-	Stoup	Derick	\$7,181	0%	\$7,181
#27 Wrestling - Associate Coach						
Wrestling-Associate Coach	027-	Open		\$5,027	0%	\$5,027
#28 Wrestling - Freshman Coach						
Wrestling - Freshman Coach	028-1	Open		\$4,668	0%	\$4,668
Wrestling - Freshman Coach	028-2	Open		\$4,668	0%	\$4,668
#29 Wrestling - Jr. High Coach						
Wrestling - Jr. High Coach	029-1	Open		\$4,668	0%	\$4,668
Wrestling - Jr. High Coach	029-2	Open		\$4,668	0%	\$4,668
Wrestling - Jr. High Coach	029-3	Open		\$4,668	0%	\$4,668
#30 Wrestling Club - Director/Whitmer						
Wrestling Club - Director/Whitmer	030-	Potts**	Jerome	\$862	0%	\$862
#31 Wrestling Club - Coach/Whitmer						
Wrestling Club - Coach/Whitmer	031-1	Open		\$431	0%	\$431
Wrestling Club - Coach/Whitmer	031-2	Open		\$431	0%	\$431
#34 Bowling						
Bowling	034-	Murray**	Steven	\$718	0%	\$718
#36 Broomball - Head Coach						
Broomball - Head Coach	036-	Knuth	Marya	\$718	0%	\$718
#39 Track - Head Coach						
Track-Head Coach - Boys	039-1	Elliott	Jeremy	\$7,181	15%	\$8,258
#40 Track - Associate Coach						
Track - Associate Coach - Boys	040-1	Open		\$5,386	0%	\$5,386
Track - Associate Coach - Boys	040-2	Open		\$5,386	0%	\$5,386
Track - Associate Coach - Boys	040-3	Open		\$5,386	0%	\$5,386
Track - Associate Coach - Girls	040-4	Open		\$5,386	0%	\$5,386
Track - Associate Coach - Girls	040-5	Open		\$5,386	0%	\$5,386
Track - Associate Coach - Girls	040-6	Open		\$5,386	0%	\$5,386
#41 Track - Jr. High Coach						
Track - Jr. High Coach - Boys	041-1	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Boys	041-2	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Boys	041-3	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Boys	041-4	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Girls	041-5	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Girls	041-6	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Girls	041-7	Open		\$4,668	0%	\$4,668
Track - Jr. High Coach - Girls	041-8	Open		\$4,668	0%	\$4,668
#45 Cross Country - Elementary Coordinator						
Cross Country - Elem. Coordinator	045-1	Open		\$1,436	0%	\$1,436
#46 Cross Country - Head Coach						
Cross Country - Head Coach - Boys	046-1	Elliott	Jeremy	\$6,104	5%	\$6,409
Cross Country - Head Coach - Girls	046-2	Baidel	Reis	\$6,104	5%	\$6,409
#47 Cross Country - Jr. High Coach						
Cross Country - Jr. High Coach	047-1	Open		\$4,668	0%	\$4,668
Cross Country - Jr. High Coach	047-2	Open		\$4,668	0%	\$4,668
#48 Cross Country - Elementary Coach						
Cross Country-Elem Coach-Greenwood	048-1	Open		\$359	0%	\$359
Cross Country-Elem Coach-Hiawatha	048-2	Open		\$359	0%	\$359
Cross Country-Elem Coach-Jackman	048-3	Open		\$359	0%	\$359
Cross Country - Elem Coach - McGregor	048-4	Open		\$359	0%	\$359
Cross Country-Elem Coach-Meadowvale	048-5	Open		\$359	0%	\$359
Cross Country-Elem Coach-Monac	048-6	Open		\$359	0%	\$359
Cross Country-Elem Coach-Shoreland	048-7	Open		\$359	0%	\$359
Cross Country-Elem Coach-Wernert	048-8	Open		\$359	0%	\$359

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
#52 Baseball - Head Coach						
Baseball - Head Coach	052-1	Densmore	Bradley	\$6,463	10%	\$7,109
#53 Baseball - Associate Coach						
Baseball - Associate Coach	053-1	Open		\$5,027	0%	\$5,027
Baseball - Associate Coach	053-2	Open		\$5,027	0%	\$5,027
Baseball - Associate Coach	053-3	Open		\$5,027	0%	\$5,027
#54 Baseball - Freshman Coach						
Baseball - Freshman Coach	054-1	Open		\$4,668	0%	\$4,668
#58 Softball - Head Coach						
Softball - Head Coach	058-	Open		\$6,463	0%	\$6,463
#59 Softball - Associate Coach						
Softball - Associate Coach	059-1	Open		\$5,027	0%	\$5,027
Softball - Associate Coach	059-2	Open		\$5,027	0%	\$5,027
Softball - Associate Coach	059-3	Open		\$5,027	0%	\$5,027
#60 Softball - Freshman Coach						
Softball - Freshman Coach	060-1	Open		\$4,668	0%	\$4,668
#63 Golf - Head Coach						
Golf - Head Coach - Boys	063-1	Open		\$5,386	0%	\$5,386
Golf - Head Coach - Girls	063-2	Palmer**	Cynthia	\$5,386	0%	\$5,386
#64 Golf - Associate Coach						
Golf - Associate Coach - Boys	064-1	Open		\$3,590	0%	\$3,590
Golf - Associate Coach - Girls	064-2	Snell**	Elizabeth	\$3,590	0%	\$3,590
#67 Hockey - Head Coach						
Hockey - Head Coach	067-	Open		\$6,104	0%	\$6,104
#68 Hockey - Associate Coach						
Hockey - Associate Coach	068-1	Open		\$4,668	0%	\$4,668
#71 Tennis - Head Coach						
Tennis - Head Coach - Boys	071-1	Open		\$4,668	0%	\$4,668
Tennis - Head Coach - Girls	071-2	O'Connor	Gary	\$4,668	0%	\$4,668
#74 Soccer - Head Coach						
Soccer - Head Coach - Boys	074-1	Zampardo	Stephen	\$6,104	5%	\$6,409
Soccer - Head Coach - Girls	074-2	Crespo	Marisa	\$6,104	5%	\$6,409
#75 Soccer - Associate Coach						
Soccer - Associate Coach - Boys	075-1	Open		\$4,668	0%	\$4,668
Soccer - Associate Coach - Boys	075-2	Open		\$4,668	0%	\$4,668
Soccer - Associate Coach - Girls	075-3	Open		\$4,668	0%	\$4,668
Soccer - Associate Coach - Girls	075-4	Open		\$4,668	0%	\$4,668
#79 Gymnastics - Head Coach						
Gymnastics - Head Coach	079-	Costanzo**	Dustin	\$6,104	0%	\$6,104
#80 Gymnastics - Associate Coach						
Gymnastics - Associate Coach	080-1	Open		\$4,668	0%	\$4,668
#83 Volleyball - Head Coach						
Volleyball - Head Coach	083-1	Hays	Anna	\$6,104	0%	\$6,104
#84 Volleyball - Associate Coach						
Volleyball - Associate Coach	084-1	Open		\$5,745	0%	\$5,745
#85 Volleyball - Freshman Coach						
Volleyball - Freshman Coach	085-1	Open		\$4,668	0%	\$4,668
#86 Volleyball - Jr. High Coach						
Volleyball - Jr. High Coach	086-1	Open		\$4,308	0%	\$4,308
Volleyball - Jr. High Coach	086-2	Open		\$4,308	0%	\$4,308
Volleyball - Jr. High Coach	086-3	Open		\$4,308	0%	\$4,308
Volleyball - Jr. High Coach	086-4	Open		\$4,308	0%	\$4,308
#87 Volleyball - Elementary Coordinator						
Volleyball - Elementary Coordinator	087-	Open		\$1,077	0%	\$1,077
#89 Weight Room Advisor						
Weight Room Advisor - Summer 2016	089-1	Open		\$3,231	0%	\$3,231
Weight Room Advisor - 1st Semester	089-2	Open		\$3,231	0%	\$3,231
Weight Room Advisor - 2nd Semester	089-3	Open		\$3,231	0%	\$3,231
#92 Cheerleader - Varsity Coach						
Cheerleader - Varsity Coach	092-	Steele**	Kelly	\$4,308	0%	\$4,308
#93 Cheerleader - Jr. Varsity Coach						
Cheerleader - Jr. Varsity Coach	093-	Open		\$2,872	0%	\$2,872
#94 Cheerleader - Freshman Coach						
Cheerleader - Freshman Coach	094-	Open		\$2,154	0%	\$2,154

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
#95 Cheerleader - Jr. High Coach						
Cheerleader - Jr. High Coach	095-1	Open		\$2,513	0%	\$2,513
Cheerleader - Jr. High Coach	095-2	Open		\$2,513	0%	\$2,513

EXTRACURRICULAR ACTIVITIES

"L" denotes Longevity

#101L Activities Coord/Whitmer						
Activities Coord/Whitmer	101L	Kehres	Alexa	\$5,386	0%	\$5,386
#104L Auditorium Manager						
Auditorium Manager	104L	Worstell	R. Eric	\$4,308	20%	\$5,170
107L Speech Team - Head Coach						
Speech Team - Head Coach	107L	Wetzel	Marie	\$5,386	0%	\$5,386
108L Speech Team - Assoc Coach						
Speech Team - Associate Coach	108L	Open		\$3,590	0%	\$3,590
109L Speech Team - Asst Coach						
Speech Team Assistant Coach	109L	Open		\$2,872	0%	\$2,872
113L Pantheon Advisor						
Pantheon Advisor	113L	Mohn	John	\$1,077	15%	\$1,239
114 Whitmer Newspaper						
Whitmer Newspaper	114-	Fitzgerald	Melissa	\$2,513	0%	\$2,513
115 Whitmer Yearbook						
Whitmer Yearbook	115-	Hovest	Tracy	\$2,872	0%	\$2,872
116L Junior High Yearbook						
Jr. High Yearbook - Jefferson (50%)	116L-1a	Worley	Dorothy	\$539	0%	\$539
Jr. High Yearbook - Jefferson (50%)	116L-1b	Andryzcik**	Beth	\$539	0%	\$539
Jr. High Yearbook - Washington	116L-2	Rupley	Kim	\$1,077	0%	\$1,077
119L Permanent Class Advisor						
Permanent Class Advisor	119L-	McNamara	April	\$2,513	0%	\$2,513
120L Student Council Asst Advisor						
Student Council Asst. Advisor	120L-1	Scholl	Joshua	\$1,975	0%	\$1,975
Student Council Asst. Advisor	120L-2	Open		\$1,975	0%	\$1,975
121L Student Council Asst Advisor						
Student Council Asst. Advisor	121L-1	McNamara	April	\$1,975	0%	\$1,975
Student Council Asst. Advisor	121L-2	Hodnicki	Christopher	\$1,975	5%	\$2,074
122L Student Council Asst Advisor						
Student Council Asst. Advisor	122L-1	Tucker	Jodie	\$1,975	5%	\$2,074
Student Council Asst. Advisor	122L-2	Hieronimus	Melissa	\$1,975	5%	\$2,074
123L Student Council Asst Advisor						
Student Council Asst. Advisor	123L-1	Open		\$1,975	0%	\$1,975
Student Council Asst. Advisor	123L-2	Rubley	Jason	\$1,975	0%	\$1,975
124L Student Council - Whitmer						
Student Council - Whitmer	124L	Peters	Kate	\$3,949	0%	\$3,949
125L Student Council - Jr. High						
Student Council - Jr. High - Jefferson	125L-1a	Warren	Janette	\$1,077	0%	\$1,077
Student Council - Jr. High - Jefferson	125L-1b	Hoover	Christopher	\$1,077	0%	\$1,077
Student Council - Jr. High - Washington	125L-2a	Mueller	Molly	\$1,077	0%	\$1,077
Student Council - Jr. High - Washington	125L-2b	Ferguson	Jennifer	\$1,077	0%	\$1,077
129L Career-Tech Student Org. Chapter Advisors						
CTSO Chapter Advisor	129L-1	Stadniczuk	Tadek	\$1,436	0%	\$1,436
CTSO Chapter Advisor	129L-2	Tucker	Jodie	\$1,436	0%	\$1,436
CTSO Chapter Advisor	129L-3	White	Mark	\$1,436	0%	\$1,436
CTSO Chapter Advisor	129L-4	Ulrich	Laura	\$1,436	10%	\$1,580
CTSO Chapter Advisor	129L-5	Tolly	Bradley	\$1,436	5%	\$1,508
CTSO Chapter Advisor	129L-6	DuShane	Michael	\$1,436	5%	\$1,508
130 Career-Tech Student Org. Club Advisor						
CTSO - Club Advisor	130-01	Farnham	Kimberlee	\$718	0%	\$718
CTSO Club Advisor	130-02	Fish	Leslie	\$718	0%	\$718
CTSO Club Advisor	130-03	Zampardo	Stephen	\$718	0%	\$718
CTSO Club Advisor	130-04	Anderson	Brian	\$718	0%	\$718
CTSO Club Advisor	130-05	Johnson	Justin	\$718	0%	\$718
CTSO Club Advisor	130-06	Good	Linda	\$718	0%	\$718
CTSO Club Advisor	130-07	Donnell	Craig	\$718	0%	\$718
CTSO Club Advisor	130-08	Brower	Joseph	\$718	0%	\$718
CTSO Club Advisor	130-09	Kehres	Alexa	\$718	0%	\$718
CTSO Club Advisor	130-10	O'Connor	Gary	\$718	0%	\$718

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
CTSO Club Advisor	130-11	O'Sullivan	Karon	\$718	0%	\$718
CTSO Club Advisor	130-12	Open		\$718	0%	\$718
CTSO Club Advisor	130-13	Open		\$718	0%	\$718
CTSO Club Advisor	130-14	Squibb	Jamie	\$718	0%	\$718
CTSO Club Advisor	130-15	Crozier	Teresa	\$718	0%	\$718
CTSO Club Advisor	130-16	Open		\$718	0%	\$718
CTSO Club Advisor	130-17	Pickard	Adam	\$718	0%	\$718
133 National Tech Honor Society						
National Tech Honor Society	133-	Ulrich	Laura	\$1,077	0%	\$1,077
134L National Honor Society						
National Honor Society	134L-a	Karcsak	Melanie	\$718	0%	\$718
National Honor Society	134L-b	Giovanoli	Paula	\$718	0%	\$718
135L Jr. High National Honor Society (7)						
Jr. High National Honor Society (7th Grade)	135L	Adduci	Tammie	\$1,436	10%	\$1,580
136L Jr. High National Honor Society (8)						
Jr. High National Honor Society (8th Grade)	136L	Bosch	Lori	\$1,795	5%	\$1,885
140L Chess Club						
Chess Club	140L	Baughman	Randy	\$2,154	15%	\$2,477
141L Art Club						
Art Club	141L-1	Keller	Lisa	\$1,077	0%	\$1,077
Art Club	141L-2	Burkart	Ann	\$1,077	0%	\$1,077
142L French Club						
French Club	142L	Hetrick-Goff	Angela	\$1,077	5%	\$1,131
143L French Honorary						
French Honorary	143L	Open		\$1,077	0%	\$1,077
144L German Club						
German Club	144L	Balwinski	Krista	\$1,077	5%	\$1,131
145L German Honorary						
German Honorary	145L	Open		\$1,077	0%	\$1,077
146L Spanish Club						
Spanish Club	146L	Loesel	Jill	\$1,077	0%	\$1,077
147L Spanish Honorary						
Spanish Honorary	147L	Open		\$1,077	0%	\$1,077
148 Latino Club						
Latino Club	148-	Sheehan	Aida	\$1,077	0%	\$1,077
149L Math Honorary Club						
Math Honorary Club	149L-a	Whitacre	Jason	\$539	0%	\$539
Math Honorary Club	149L-b	Meyer	Derek	\$539	0%	\$539
150L Science Club						
Science Club	150L	MacKenzie	Jeffrey	\$1,077	0%	\$1,077
151L Social Studies Club						
Social Studies Club	151L	Punsalan	Michael	\$1,077	5%	\$1,131
152 Book Club						
Book Club	152-a	Ziegler	Elizabeth	\$359	0%	\$359
Book Club	152-b	Kuehnle**	Laurel	\$359	0%	\$359
153 Diversity Club						
Diversity Club	153-	Singleton	Felicia	\$718	0%	\$718
154L Thespian/Drama Club Advisor						
Thespian/Drama Club Advisor	154L	Schreiner**	Andrea	\$1,077	0%	\$1,077
155L Quiz Bowl Advisor						
Quiz Bowl Advisor	155L	Mayer**	Calvin	\$1,795	0%	\$1,795
160L Youth to Youth						
Youth to Youth	160L-1	Baumgartner	Jennifer	\$1,436	10%	\$1,580
Youth to Youth	160L-2a	Open		\$718	0%	\$718
Youth to Youth	160L-2b	Smith	Kristin	\$718	0%	\$718
Youth to Youth	160L-3a	Dake	Christina	\$718	10%	\$790
Youth to Youth	160L-3b	Swisher	Rebecca	\$718	10%	\$790
161L Panther Dance Team						
Panther Dance Team	161L	Katafiasz**	Angela	\$2,872	0%	\$2,872
163L Secret Spirits						
Secret Spirits	163L-a	Ewing**	Laurie	\$898	0%	\$898
Secret Spirits	163L-b	Merritt**	Kelley	\$898	0%	\$898
164 Girls Rock Club						
Girls Rock Club	164-	Open		\$1077	0%	\$1077

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
165L Pep Club						
Pep Club	165L-a	Rubley	Jason	\$359	0%	\$359
Pep Club	165L-b	Steer	Heather	\$359	0%	\$359
Pep Club	165L-c	Nino	Jennifer	\$359	0%	\$359
166 Man Up Club						
Man Up Club	166-	Open		\$1,077	0%	\$1,077
167 Red Cross Club						
Red Cross Club	167-	Open		\$718	0%	\$718
169L Elementary-After School Activities						
Elem. After School Activities - Hiawatha	169L-06a	Open		\$1,975	0%	\$1,975
Elem. After School Activities - Hiawatha	169L-06b	Open		\$1,975	0%	\$1,975
Elem. After School Activities - Jackman	169L-09a	Townsend	Charles	\$1,975	0%	\$1,975
Elem. After School Activities - Jackman	169L-09b	Kosakowski	Stephanie	\$1,975	0%	\$1,975
Elem. After School Activities - McGregor	169L-11a	Pennywitt	Chad	\$1,975	5%	\$2,074
Elem. After School Activities - McGregor	169L-11b	Evearitt	Theresa	\$1,975	5%	\$2,074
Elem. After School Activities - Meadowvale	169L-12a	Manley	Ann	\$1,975	0%	\$1,975
Elem. After School Activities - Meadowvale	169L-12b	Manley	Ann	\$1,975	0%	\$1,975
Elem. After School Activities - Monac	169L-13a	Wojtowicz	Scott	\$1,975	0%	\$1,975
Elem. After School Activities - Monac	169L-13b	Wojtowicz	Scott	\$1,975	0%	\$1,975
Elem. After School Activities - Greenwood	169L-14a	Coy	Cal	\$988	5%	\$1,037
Elem. After School Activities - Greenwood	169L-14b	Winzenried**	Kurtis	\$988	0%	\$988
Elem. After School Activities - Greenwood	169L-14c	Winzenried**	Kurtis	\$1,975	0%	\$1,975
Elem. After School Activities - Shoreland	169L-15a	DeMoe**	Melissa	\$1,975	0%	\$1,975
Elem. After School Activities - Shoreland	169L-15b	DeMoe**	Melissa	\$1,975	0%	\$1,975
Elem. After School Activities - Wernert	169L-17a	LeFevers	Douglas	\$1,975	5%	\$2,074
Elem. After School Activities - Wernert	169L-17b	LeFevers	Douglas	\$1,975	5%	\$2,074
170L Activities Director						
Activities Director - Hiawatha	170L-06	Open		\$718	0%	\$718
Activities Director - Jackman	170L-09	Sattler	Sharon	\$718	5%	\$754
Activities Director - McGregor	170L-11a	Ray	Amy	\$359	5%	\$377
Activities Director - McGregor	170L-11b	Sakowski	Tera	\$359	0%	\$359
Activities Director - Meadowvale	170L-12	Aiken	Colleen	\$718	0%	\$718
Activities Director - Monac	170L-13	Robinson	Melanie	\$718	0%	\$718
Activities Director - Greenwood	170L-14a	Hansen	Rannae	\$359	0%	\$359
Activities Director - Greenwood	170L-14b	Siebenaller	Courtney	\$359	0%	\$359
Activities Director - Shoreland	170L-15a	Baumberger	Kelly	\$359	5%	\$377
Activities Director - Shoreland	170L-15b	Allsbrooks	Carrie	\$359	0%	\$359
Activities Director - Wernert	170L-17	Stacy	Donna	\$718	0%	\$718
Activities Director - Jefferson	170L-18	Lockard**	Andrew	\$718	0%	\$718
Activities Director - Washington	170L-19	Gent	Jennifer	\$718	10%	\$790
Activities Director - Jefferson	170L-20	Lockard**	Andrew	\$718	0%	\$718
Activities Director - Washington	170L-21	Gent	Jennifer	\$718	10%	\$790
171L Safety Patrol Coordinator						
Safety Patrol Coordinator - Hiawatha	171L-06	Open		\$2,513	0%	\$2,513
Safety Patrol Coordinator - Jackman	171L-09a	Townsend	Charles	\$1,257	0%	\$1,257
Safety Patrol Coordinator - Jackman	171L-09b	Nester	Meg	\$1,257	5%	\$1,320
Safety Patrol Coordinator - McGregor	171L-11	Ward	Tina	\$2,513	5%	\$2,639
Safety Patrol Coordinator-Meadowvale	171L-12	Aiken	Colleen	\$2,513	0%	\$2,513
Safety Patrol Coordinator-Monac	171L-13	Marti	Janice	\$2,513	5%	\$2,639
Safety Patrol Coordinator - Greenwood	171L-14	Coy	Cal	\$2,513	15%	\$2,890
Safety Patrol Coordinator - Shoreland	171L-15a	Open		\$1,257	0%	\$1,257
Safety Patrol Coordinator-Shoreland	171L-15b	Mayo	Jennifer	\$1,257	0%	\$1,257
Safety Patrol Coordinator - Wernert	171L-17	LeFevers	Douglas	\$2,513	10%	\$2,764

WHITMER MUSICAL and PLAYS

172L Coordinator						
Coordinator	172L	Schreiner**	Andrea	\$4,308	0%	\$4,308
173L Orchestra Director						
Orchestra Director	173L	Novak	Raymond	\$2,154	20%	\$2,585
174L Vocal Director						
Vocal Director	174L	Baughman	Randy	\$1,795	15%	\$2,064
176L Set Design						
Set Design	176L	Open		\$1,795	0%	\$1,795
177L Choreographer						
Choreographer	177L	Katafiasz**	Angela	\$1,077	0%	\$1,077

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
178L Lighting						
Lighting	178L	Motter**	Halie	\$718	0%	\$718
179L Program/Tickets						
Program/Tickets	179L	Mathews**	Ariel	\$718	0%	\$718
181L Winter Play						
Winter Play	181L	Baughman	Randy	\$1,795	15%	\$2,064
182L Fall Play						
Fall Play	182L	Schreiner**	Andrea	\$3,590	0%	\$3,590
183L Set Const/Design/Per Play						
Set Const/Design/Per Play	183L-1	Pickard	Adam	\$1,436	10%	\$1,580
Set Const/Design/Per Play	183L-2	Open		\$1,436	0%	\$1,436

DIRECTOR

188 Jr. High Concert Band						
Jr. High Concert Band	188-1	Maroon	Kylene	\$718	0%	\$718
Jr. High Concert Band	188-2	Rhoades	Justin	\$718	0%	\$718
Jr. High Concert Band	188-3	Novak	Raymond	\$718	0%	\$718
Jr. High Concert Band	188-4	Open		\$718	0%	\$718
189 Jr. High Concert Choir						
Jr. High Concert Choir	189-1	Baughman**	Janine	\$718	0%	\$718
Jr. High Concert Choir	189-2	Baughman	Randy	\$718	0%	\$718
190 Jr. High Orchestra						
Jr. High Orchestra	190-1	Gorton, II	Gary	\$718	0%	\$718
Jr. High Orchestra	190-2	Gibson	Sara	\$718	0%	\$718
191 Whitmer Concert Band						
Whitmer Concert Band	191-1	Novak	Raymond	\$1,436	0%	\$1,436
Whitmer Concert Band	191-2	Maroon	Kylene	\$1,436	0%	\$1,436
192 Whitmer Concert Choir						
Whitmer Concert Choir	192-	Baughman	Randy	\$1,436	0%	\$1,436
193 Whitmer Stage Band						
Whitmer Stage Band	193-	Rhoades	Justin	\$1,077	0%	\$1,077
194 Whitmer Orchestra						
Whitmer Orchestra	194-1	Gorton, II	Gary	\$1,436	0%	\$1,436
Whitmer Orchestra	194-2	Gibson	Sara	\$1,436	0%	\$1,436
195L Show Choir						
Whitmer Show Choir	195L	Baughman	Randy	\$1,077	15%	\$1,239
196L Chor/Show Choir						
Choreographer/Show Choir	196L	Katafiasz**	Angela	\$718	0%	\$718
197 Accompanist/Show Choir						
Accompanist/Show Choir	197	Baughman**	Janine	\$15.69/hr	0%	\$15.69/hr
198 Accompanist/Chorale						
Accompanist/Chorale	198	Baughman**	Janine	\$15.69/hr	0%	\$15.69/hr
199L Piano Accompanist						
Piano Accompanist	199L	Sankovich**	Linda	\$15.69/hr	0%	\$15.69/hr
200L High School Chorale						
High School Chorale	200L	Baughman	Randy	\$1,077	15%	\$1,239
201L Head Marching Band						
Head Marching Band	201L	Novak	Raymond	\$5,745	20%	\$6,894
202L Associate Marching Band						
Associate Marching Band	202L	Rhoades	Justin	\$5,027	15%	\$5,781
203L Reserve Marching Band						
Reserve Marching Band	203L	Maroon	Kylene	\$3,231	10%	\$3,554
204L Flag Corps Advisor						
Flag Corps Advisor	204L	Katafiasz**	Angela	\$1,077	0%	\$1,077
205L Pep Band						
Pep Band	205L	Rhoades	Justin	\$1,436	10%	\$1,580
206 Pep Band Associate						
Pep Band Associate	206-	Linser**	Alexander	\$718	0%	\$718

SUPERVISORY AND /OR INSTRUCTIONAL RESPONSIBILITIES

210 Department Chairman - Whitmer						
Department Chairman - Whitmer - English	210-1	Open		\$4,668	0%	\$4,668
Department Chair/Whitmer/Foreign	210-2	Open		\$4,668	0%	\$4,668
Dept. Chairman/Whitmer - Science	210-3	Fryman-Reed	Jodi	\$4,668	0%	\$4,668
Department Chairman - Math	210-4	Edmonds	Dana	\$4,668	0%	\$4,668

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
Department Chairman - CTC	210-5	Kehres	Alexa	\$4,668	0%	\$4,668
Dept. Chairman - Whitmer - Social Studies	210-6	Kahl	Brian	\$4,668	0%	\$4,668
Department Chairman - Whitmer - Special	210-7a	Spain	KaSandra	\$2,334	0%	\$2,334
Department Chairman - Whitmer - Special	210-7b	Cowan	Kelly	\$2,334	0%	\$2,334
Dept Chair - Business	210-8	Tucker	Jodie	\$4,668	0%	\$4,668
Dept Chair - Spec. Ed.	210-9	Nino	James	\$4,668	0%	\$4,668
211 Department Chairman - Art						
Department Chairman - Art	211-	Drake	Charley	\$4,668	0%	\$4,668
212 Department Chairman - Music						
Department Chairman - Music	212-	Gibson	Sara	\$4,668	0%	\$4,668
213 Department Chairman - PE						
Department Chairman - PE	213-	Dake	Christina	\$4,668	0%	\$4,668
214 Department Chairman - K-12 Library/Media						
K-12 Lib/Media Spec Chair	214-	Ziegler	Elizabeth	\$4,668	0%	\$4,668
215L Jr. High Curr. Facilitators-Jefferson						
Jr. High Curr. Facilitator - English Jeff.	215L-1	Cornachione	Katie	\$4,308	5%	\$4,523
Jr. High Curr. Facilitator - Math Jeff	215L-2	Bosch	Brandon	\$4,308	0%	\$4,308
Jr. High Curr. Facilitator - Science Jeff	215L-3	Missler	Rodney	\$4,308	5%	\$4,523
Jr. High Curr. Facilitator - Soc. Studies Jeff	215L-4	Marciniak	Rodger	\$4,308	0%	\$4,308
Jr. High Curr. Facilitator - Spec Ed Jeff	215L-5	Ledzianowski	Sara	\$4,308	10%	\$4,739
216L Jr. High Curr. Facilitators-Washington						
Jr. High Curr. Facilitator - English Wash	216L-1	Bosch	Lori	\$4,308	15%	\$4,954
Jr. High Curr. Facilitator - Math Wash	216L-2	Jakubowski	Mark	\$4,308	5%	\$4,523
Jr. High Curr. Facilitator - Science Wash	216L-3a	Toney	Trevor	\$2,154	5%	\$2,262
Jr. High Curr. Facilitator - Science Wash	216L-3b	Jacobs	Ahren	\$2,154	0%	\$2,154
Jr. High Curr. Facilitator - Soc. Studies Wash	216L-4	Durham	Matthew	\$4,308	5%	\$4,523
Jr. High Curr. Facilitator - Spec Ed Wash	216L-5	Berryman	Marc	\$4,308	5%	\$4,523
217L Elementary Department Chairman						
Elem. Dept. Chair - McGregor	217L-11a	Foster	Nancy	\$1,795	0%	\$1,795
Elem. Dept. Chair - McGregor	217L-11b	Darling	Danielle	\$1,795	5%	\$1,885
Elem. Dept. Chair - Meadowvale	217L-12a	McCorkle	Kristin	\$3,590	0%	\$3,590
Elem. Dept. Chair - Meadowvale	217L-12b	Scott	Tony	\$3,590	0%	\$3,590
Elem. Dept. Chair - Monac	217L-13a	King	Kimberley	\$3,590	5%	\$3,770
Elem. Dept. Chair - Monac	217L-13b	Bushrow	Ronald	\$3,590	5%	\$3,770
Elem. Dept. Chair - Greenwood	217L-14a	Floyd	James	\$3,590	0%	\$3,590
Elem. Dept. Chair - Greenwood	217L-14b	Cloum	Alysia	\$3,590	0%	\$3,590
Elem. Dept. Chair - Shoreland	217L-15a	Allsbrooks	Carrie	\$3,590	0%	\$3,590
Elem. Dept. Chair - Shoreland	217L-15b	Huebner	Gregory	\$3,590	5%	\$3,770
Elem. Dept. Chair - Wernert	217L-17	Snell	Sarah	\$3,590	0%	\$3,590
Elem. Dept. Chair - Hiawatha	217L-6a	Open		\$3,590	0%	\$3,590
Elem. Dept. Chair - Jackman	217L-9a	Sergent	Colleen	\$3,590	0%	\$3,590
Elem. Dept. Chair - Jackman	217L-9b	Kimmey	Christine	\$3,590	10%	\$3,949
218L Elementary Head Teacher						
Elem. Head Teacher - McGregor	218L-11a	Black	Carolyn	\$1,795	5%	\$1,885
Elem. Head Teacher - McGregor	218L-11b	Crisp	Laurie	\$1,795	5%	\$1,885
Elem. Head Teacher - Meadowvale	218L-12	Hetzel	Michele	\$3,590	10%	\$3,949
Elem. Head Teacher - Monac	218L-13	Scoble	Kristy	\$3,590	0%	\$3,590
Elem Head Teacher - Greenwood	218L-14	Lindsey	Sheri	\$3,590	0%	\$3,590
Elementary Head Teacher - Shoreland	218L-15	Jackson	Erika	\$3,590	5%	\$3,770
Elem. Head Teacher - Wernert	218L-17	Aman	Craig	\$3,590	0%	\$3,590
Elem. Head Teacher - Hiawatha	218L-6	Open		\$3,590	0%	\$3,590
Elementary Head Teacher-Jackman	218L-9	Brown	Molly	\$3,590	0%	\$3,590
222 Building Technology Facilitator						
Bldg. Tech. Facilitator - McGregor	222-11	Kessler	Stacey	\$4,308	0%	\$4,308
Bldg. Tech. Facilitator - Meadowvale	222-12	Scott	Tony	\$4,308	0%	\$4,308
Bldg. Tech. Facilitator - Monac	222-13a	Bushrow	Ronald	\$2,154	0%	\$2,154
Bldg. Tech. Facilitator - Monac	222-13b	Marti	Janice	\$2,154	0%	\$2,154
Bldg. Tech. Facilitator - Greenwood	222-14	Coy	Cal	\$4,308	0%	\$4,308
Bldg. Tech. Facilitator - Shoreland	222-15	Conlan	Tammera	\$4,308	0%	\$4,308
Bldg. Tech. Facilitator - Wernert	222-17	LeFevers	Douglas	\$4,308	0%	\$4,308
Bldg. Tech. Facilitator - Hiawatha	222-6	Open		\$4,308	0%	\$4,308
Bldg. Tech. Facilitator - Jackman	222-9a	Burgess	Darcy	\$2,154	0%	\$2,154
Bldg. Tech. Facilitator - Jackman	222-9b	Brunkhorst	Michelle	\$2,154	0%	\$2,154

Position	Pos #	Last Name	First Name	Contract	Longev	Contract
223 Building Technology Facilitator - Jr. High						
Bldg. Tech. Facilitator - Jefferson	223-1	Bosch	Brandon	\$359	0%	\$359
Bldg. Tech. Facilitator - Washington	223-2	Morse	Courtney	\$359	0%	\$359
226 Guidance Counselor						
Guidance Counselor	226-8	Scowden	Donna	\$3,411	0%	\$3,411
227 Deans						
Deans	227-1	Hays	David	\$5,386	0%	\$5,386
Deans	227-2	Flemmings	Sean	\$5,386	0%	\$5,386
Deans	227-3	Young	Rhea	\$5,386	0%	\$5,386
Deans	227-4	Bell	Gerald	\$5,386	0%	\$5,386
228 Special Education						
Special Education	228-02	Rao	Heidi	\$2,513	0%	\$2,513
Special Education	228-11	Foster	Nancy	\$1,940	0%	\$1,940
Special Education	228-13	Elendt	Leslie	\$2,513	0%	\$2,513

MISCELLANEOUS

230 IOO Coordinator						
IOO Coordinator	230-	Open		\$718	0%	\$718
232 Website Maintainer						
Website Maintainer	232-	Tucker	Jodie	\$26.33/hr	0%	\$26.33/hr
234 LPDC Member						
LPDC Member	234-1	Tate	Mari	\$1,436	0%	\$1,436
LPDC Member	234-2	Bosch	Lori	\$1,436	0%	\$1,436
LPDC Member	234-3	Mohn	John	\$1,436	0%	\$1,436
237 Summer School Teachers				\$26.33/hr		
238 Nurses - Summer Work				\$27.12/hr		
239 Home Instruction Teachers				\$26.33/hr		
240 Night School Teachers				\$26.33/hr		
241 After School Detention Monitor 7-12				\$15.69/hr		
242 After School Academic Intervention K-				\$26.33/hr		

ADDITIONAL STIPENDS

- 1S **Elementary Music Program** - \$200 per performance/performance must be beyond the regularly scheduled school day/ max. \$400 per school year per building
- 2S **Elementary Talent Show Coordinator** - \$200 per building per school year
- 3S **Professional Support - Resident Educator Mentors or PACE Mentors** - \$325 per semester
- 4S **Elementary P.E. Programs** - \$200 per performance/performance must be beyond the regularly scheduled school day/ max. \$600 per school year per building
- 6S **Overnight Stipend for Supervision - CTSO Chapter Advisors** - \$75.00/night-max of 5 nights
- 7S **Overnight Stipend for Supervision - Outdoor Education** - \$75.00/night-max of 5 nights

EXTENDED TIME KEY

- b. Includes 3 days extended time. Also refer to Appendix G.
- c. Grandfather persons holding positions through academic year 1995/96. Delete stipend for persons new to position thereafter. Refer to Appendix H
- d. Includes 10 days extended time
- f. Includes 15 days extended time
- h. Max \$1,044
- i. Grandfather persons holding positions through 6/9/93. Delete stipend for persons new to position thereafter.
- j. Establish a district-pool, minimum of 1,728 hours to be used for K-6
-after school detention as assigned by building principal @ \$15.69/hr.
-after school academic intervention @ \$26.33/hr.
- k. To qualify for a stipend the program must have functioning, dues-paying student groups that have activities outside the school day.
- m. Nurses - Each nurse will be allocated up to 35 hours for work during the summer. A portion of these hours will be reserved for kindergarten summer assessment and will be assigned equally to all nurses. Should a nurse decline kindergarten summer assessment, the hours will be deducted from that person's allocation (35) and given to a nurse willing to work kindergarten summer assessment. In the event that all nurses decline, kindergarten summer assessment hours will be equally divided and all nurses will be required to work.
- n. Each special education teacher (K-12) shall be provided twenty-five (25) hours of release time per school year for special education responsibilities and all current grandfathered special education teachers shall have a one-time option to freeze their stipends at \$1,940 and receive the ten hours per year for special education responsibilities
OR
only receive the increase in the stipend as tied to the base. These teachers will **NOT** receive the ten hours per year

****Consultants**

H. Extra Duty Index Volunteers

Accepting Services for Coaching

1. Gary Kluczynski Golf
2. Joe Krum Golf

I. English as Second Language (ESL) Instructors – One Year Limited

Contract

1. Kristy Aeschliman Step 5 \$ 29.02/hr.
2. Jayne Odeneal Step 3 \$ 28.31/hr.

J. English as Second Language (ESL) Instructors – Continuing Contract

1. Ruth Nastal Step 5 \$ 29.02/hr.

K. Extended Time

1. Gerald Bell Dean 2 Days \$ 850.31
2. Dona Borkowski Counselor 7 Days \$ 1,700.62
3. Jennifer Bronikowski Counselor 7 Days \$ 2,976.09
4. Seth Evaritt Counselor 7 Days \$ 2,770.38
5. Sean Flemmings Dean 2 Days \$ 815.04
6. Tamara Harris Counselor 7 Days \$ 2,688.08
7. David Hays Dean 2 Days \$ 909.09
8. Sara Hoffman Counselor 7 Days \$ 2,934.96
9. Kimberly Kovin Curriculum Consultant 24 Days \$ 8,369.94
10. April McNamara Counselor 7 Days \$ 1,865.20
11. Kimberly Molnar Counselor 7 Days \$ 1,782.93
12. Stephanie Moore Counselor 7 Days \$ 2,441.23
13. Molly Mueller Counselor 7 Days \$ 2,688.08
14. Eric Puffenberger Counselor 7 Days \$ 2,358.92
15. Marissa Rex Counselor 7 Days \$ 2,112.08
16. Melanie Robinson Counselor 7 Days \$ 2,194.35
17. Nicole Ryan Counselor 7 Days \$ 2,358.92
18. Donna Scowden Counselor 7 Days \$ 3,264.11
19. Stacie Shively Counselor 7 Days \$ 2,688.08
20. Michelle Streeter Counselor 7 Days \$ 1,865.20
21. Barbara Swartz Counselor 7 Days \$ 3,181.80
22. Dolores Swineford Curriculum Consultant 24 Days \$ 8,369.94
23. Rebecca Swisher Social Worker 10 Days \$ 4,427.90
24. Rhea Young Dean 2 Days \$ 909.09

L. Production of Various Video/Audio/Artistic Services @ \$15.69/hr.

Not to exceed \$3,000 each

1. Gary O'Connor
2. Michael Punsalan

M. One-Fifth Additional Salary – Entire 2016/17 School Year

1. Craig Donnell Welding \$ 14,722.60

N. Career Coordinator @ \$26.33/hr.

Career Tech Weighted Funds

1. Jean Kornowa

5. RE-EMPLOYMENT OF PERSONNEL – 2016/17

A. Substitute Certified Personnel

1. Yussif Abdallah	57. Cheri Heinecke	113. Courtney Naveken
2. Danuta Ames	58. Amy Helpman	114. Michelle Nieman
3. Charity Anderson	59. Gabrielle Hinshaw	115. Thomas Nolan
4. Evan Antal	60. Shelby Hutton	116. Carol Norton
5. Pon Bong Ashley	61. Jerra Huxford	117. Kristin Okulski
6. Laurie Aulls	62. Kathleen Inderbitzin	118. Martha Osnowitz
7. Evan Back	63. William Irving	119. Angela Ostdiek
8. Donna Bacon	64. Sharon Jacobs	120. Melissa Owens
9. Erika Bailey	65. Lynne Jacobson	121. Andrew Page
10. Timothy Barnes	66. Kathleen Jensen	122. Benjamin Palicki
11. Katherine Barone	67. Janice Johnson	123. Brianna Parton
12. Lindsey Bartlett	68. Joel Johnson	124. Charles Pfeifer
13. Brian Beard	69. Patricia Keene	125. William Portteus
14. Nicholas Benya	70. Jessica Kelly	126. Bradley Pribe
15. Michelle Berkel	71. Christina Kieper	127. Kelly Proestos
16. Mollie Berry	72. Brittany Kim	128. Howard Reash
17. Thomas Bibish	73. Ronald Kleopfer	129. Mary Reisinger
18. Christopher Biggins	74. Ashley Klima	130. Lindsey Reiter
19. Tandy Bradford	75. Evelyn Kluczynski	131. Kevin Richard
20. Janet Bragg	76. Diane Knepper	132. Gina Richards
21. Christopher Burkart	77. Bernal Koch	133. Yolanda Richardson
22. Christie Burnett	78. Jane Konz	134. Arlene Rinaldo
23. Joyce Calmes	79. Jean Kornowa	135. Kelly Robb
24. Comer Carey	80. Kimberly Krieger	136. Lisa Roe
25. Sean Carolin	81. Rochelle Krolak	137. Bailey Rogaliner
26. Nathan Chambers	82. Tamara Kwiatkowski	138. Kerry Rubin
27. Cynthia Champer	83. Allison Laking	139. Kim Rupley
28. Laura Conley	84. Michelle LaPorte	140. Joyce Rush
29. Kelly Cook	85. Jodie Lease	141. Hannah Saar
30. Marty Coombs, Sr.	86. Cynthia Leffler	142. Diana Sampson
31. Stephen Cornell	87. Amy Lestage	143. Andrea Simpson
32. Melanie Cox	88. Nevin Liber	144. Betsy Skiver
33. Joanna Deck	89. Andrew Lockard	145. Mary Smith
34. Katherine DeMars	90. Nathan Logan	146. Rebecca Smith
35. Chelsea DePompei	91. Mark Longley	147. Terri Smith
36. Carma Donati	92. Tyler Lusk	148. Elizabeth Snell
37. Benjamin Dougherty	93. Thomas Madigan	149. Rosalie Speegle
38. Mark Drozdowicz	94. Marc Malley	150. Carol Steele
39. Chad Dubendorfer	95. Tamara Marckel	151. Jenna Steele
40. Susan Dubendorfer	96. Brittny Marx	152. Terri Stevens
41. Martha Duty	97. Chris Matthy	153. Jan Stewart
42. Sherry Ely	98. Michele Mawer	154. Sarah Stibaner
43. Katie Exton	99. Rebecca McClung	155. Robert Stickels
44. Stephanie Eyre	100. Ann McIlhargey-Kontur	156. Terrie Stong
45. Penni Fields	101. Wendy Measles	157. Anna Szalkowski
46. Marsha Frank	102. Ashley Melms	158. Heather Szymanski
47. Kelsie Fritsch	103. Tabitha Meridieth	159. Lynn Townsend
48. Penny Ganchou	104. Katherine Mikolajczyk	160. Susan Townsend
49. Diane Garn	105. Emily Miller	161. Mary Twining
50. Sandra Giannetto	106. Sandra Miller	162. Lisa Urie
51. Adrienne Goldberg	107. Kevin Mills	163. Joanne Vail-Nixon
52. Carmella Gulick	108. Kenneth Mohn	164. Winfield Vernier
53. David Hamen	109. Audra Moore	165. Marlene Wainer
54. Cheryl Hannigan	110. Monica Mulac	166. Michelle Waller
55. Kayla Hartmann	111. Adrienne Mullins	167. Karen Walton
56. Jennifer Hasenaur	112. Hanade Nasser	168. Tracey Wasielewski

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|-----------------------|------------------------|---------------------|
| 169. Patricia Weaver | 173. Diana Williams | 177. Jeremy Wright |
| 170. Dennis Weigel | 174. Mitzi Winzeler | 178. Meifang Yu |
| 171. Kyle White | 175. Kurtis Winzenried | 179. Andrea Zarcone |
| 172. Christie Wilkins | 176. Brian Wolfe | |

B. Substitute Classified Personnel

- | | | |
|--------------------------------|---------------------------|-------------------------|
| 1. Brenda Allen | 55. Roseann Harwick | 110. Judith Omey |
| 2. April Anthony | 56. Grace Hasty | 111. Carolyn Owens |
| 3. Christine Arvay | 57. Gregory Heban | 112. Michael Owens |
| 4. Nicole Barth | 58. Jane Helfer | 113. Deana Parks |
| 5. David Bauman | 59. Amy Helpman | 114. Edward Petersen |
| 6. Barbara Bernhard | 60. Darren Heminger | 115. Tony Pollauf |
| 7. Brian Betz | 61. Bethany Henry | 116. Wendy Pool |
| 8. Victoria Bocanegra | 62. Theresa Heyse | 117. Jerold Preston |
| 9. Matthew Bodeman, Jr. | 63. Luke Hickey | 118. Bernard Rachuba |
| 10. Brendalee Bojarski | 64. Diana Hiller | 119. Jamie Redd |
| 11. David Bonner, III | 65. Steven Ingalsbe | 120. Robert Reinhart |
| 12. Danny Bowen | 66. Dianne Johnson | 121. Sheila Reis |
| 13. Troy Boze | 67. Frederick Johnson | 122. Pamela Reynolds |
| 14. Brian Brooks | 68. Linda Kalucki | 123. Dana Richards |
| 15. Brandi Brown | 69. Kenneth Kania, Jr. | 124. Michael Ritson |
| 16. Freya Brown | 70. Monica Keener | 125. Sara Rodriguez |
| 17. Inetha Brown | 71. Brett Keller | 126. Lisa Roe |
| 18. Rita Brown-Ellis | 72. Donald Kerr, III | 127. Jon Rogers |
| 19. RaShada Bruce | 73. Tonya King | 128. Sarah Rowland |
| 20. Patricia Campbell | 74. Tyler Klem | 129. John Rybarczyk |
| 21. Alexander Caughhorn | 75. Renee Kluczynski | 130. Robin Samples |
| 22. George Caughhorn | 76. Kimberly Knakiewicz | 131. Marilyn Schnapp |
| 23. Dawn Chorney | 77. Toni Koder | 132. Michelle Schneider |
| 24. Luke Christopher | 78. Sandra Konz | 133. Sandy Schultz |
| 25. Andrea Cole | 79. Bradford Kotlarczyk | 134. Michael Shea |
| 26. Jessica Cole | 80. Linda Krenk | 135. Harold Singer |
| 27. Marty Coombs, Sr. | 81. Allison Laking | 136. Matthew Skotynsky |
| 28. Jessica Cordrey | 82. Tonya Lewallen | 137. Michael Skotynsky |
| 29. Gail Cousino | 83. Robert Lindsey | 138. Carol Sommers |
| 30. Ginger Dauterman | 84. Ashley Lipscomb | 139. Cosette Stalker |
| 31. Jennifer Dayvolt | 85. Crystal Liska | 140. Carol Steele |
| 32. Dylan Deiter | 86. Kimberly Lopez | 141. Michael Sugg |
| 33. Carlee DeMell | 87. Tammy Madlinski | 142. Debra Sumner |
| 34. Jack Dickason, Jr. | 88. Amy Managhan | 143. Belinda Sutherland |
| 35. Stephanie Downey | 89. Tricia Manner | 144. Vicki Swartz |
| 36. Donald Dubendorfer | 90. Melanie Marquis | 145. Laurence Swint |
| 37. Tiffany Duffy | 91. Chris Matthy | 146. Donna Swope |
| 38. John Eisenhauer | 92. Elizabeth Maybee | 147. Jerry Taylor |
| 39. Dennis Fall | 93. Steven Mayo | 148. Lisa Thoman |
| 40. Trenton Ford | 94. Loretta McCaster | 149. Leslie Thomas |
| 41. Patricia Fox | 95. Kyle McClure | 150. Shurell Tidwell |
| 42. Mackenzie Garcia | 96. Carol Michalak | 151. Jeanine Tomasi |
| 43. Amanda Gillepsie | 97. Joyce Michalak | 152. Annmarie Trace |
| 44. Susan Gladieux | 98. Katherine Mikolajczyk | 153. Wesley Vance |
| 45. Jennifer Good | 99. Tammi Mills | 154. Chelsea Waller |
| 46. Marilyn Gritzmaker-Vollmar | 100. Angela Mingione | 155. Vern Watrol |
| 47. Barbara Gross | 101. Ronald Monhollen | 156. Luke Weaver |
| 48. Annette Grzechowiak | 102. Destinee Montez | 157. Ingrid Wenman |
| 49. Rebecca Haidet | 103. Mercedes Montez | 158. William White |
| 50. Ruth Hall | 104. Saleena Montez | 159. Rhonda Williams |
| 51. Anneliesje Hamid | 105. Patrick Myslinski | 160. Kerry Woodward |
| 52. Kelli Hamilton | 106. William Nemon | 161. Rebecca Woodward |
| 53. Craig Hanna | 107. David Niezgoda | 162. Steven Yates, Jr. |
| 54. Teresa Harris | 108. William Noon | 163. Thomas Youngs |
| | 109. Chester Nowak | |

C. Home Instruction Personnel @ \$26.33/hr.

- | | | |
|-------------------------|-----------------------|---------------------|
| 1. Denise Amirhamzeh | 14. John Kazmaier | 27. Ellen Palmer |
| 2. Eric Brown | 15. Christine Kimmey | 28. Brittani Paszko |
| 3. Jeffrey Christoffers | 16. Joni King | 29. Nicole Peer |
| 4. Marisa Crespo | 17. Janet Kiser | 30. Phyllis Pezzin |
| 5. Bradley Densmore | 18. Marya Knuth | 31. Heidi Rao |
| 6. Dana Edmonds | 19. Susan Krecioch | 32. Sarah Snell |
| 7. Michelle Falor-Trost | 20. Thomas LaPoint | 33. KaSandra Spain |
| 8. Beverly Fandrey | 21. Sara Ledzianowski | 34. Jodie Tucker |
| 9. Jodi Fryman-Reed | 22. Douglas LeFevers | 35. Cathryn Vaughan |
| 10. Mindi Hazuda | 23. Suzanne Leone | 36. Roxanne Ward |
| 11. Kelly Heintl | 24. Sarah Morrin | 37. Karen Wilhelm |
| 12. Amy Hymore | 25. James Nino | |
| 13. Lynne Jacobson | 26. Terrell Nodine | |

6. CHANGE OF CONTRACTS

A. Proficiency Tutors – One Year Limited Contract

- | | |
|----------------------|---|
| 1. Pon Bong Ashley | Shoreland
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 05/20/2016 |
| 2. Kelly Cook | Greenwood
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 3. Martha Duty | Meadowvale
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 4. Sherry Ely | Meadowvale
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 5. Katie Exton | Meadowvale
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 6. Stephanie Eyre | Meadowvale
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 7. Gabrielle Hinshaw | Monac
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |

8. Jessica Kelly
McGregor
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
9. Tamara Marckel
Shoreland
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
10. Michele Mawer
Shoreland
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
11. Rebecca McClung
Hiawatha
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
12. Ashley Melms
McGregor
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
13. Emily Miller
Greenwood
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
14. Courtney Naveken
Wernert
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
15. Melissa Owens
Monac
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
16. Gina Richards
Wernert
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016
17. Diana Sampson
Hiawatha
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016

- | | |
|------------------------|--|
| 18. Elizabeth Snell | Wernert
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 19. Lisa Urie | Wernert
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 20. Tracey Wasielewski | Shoreland
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 21. Patricia Weaver | Monac
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 22. Kurtis Winzenried | Greenwood
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016 |
| 23. Andrea Zarcone | Greenwood
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 05/27/2016 |

B. Classified Personnel

- | | |
|--------------------|--|
| 1. Jermaine Worlds | From Custodian – Washington (8 hrs./day),
Sched. D, Step 8 @ \$19.67/hr. + Longevity
\$.65/hr. = \$20.32/hr. to Fireman/Head Custodian –
Jackman (8 hrs./day), Sched. E, Step 0 @ \$20.08/hr.
+ Longevity \$.65/hr. = \$20.73/hr.
Effective: May 2, 2016 |
|--------------------|--|

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

RECOMMENDATION #2 OF 2: The Superintendent recommends that the Board approve, via consent motion, personnel items as presented:

1. NOMINATIONS – 2015/16

A. Elementary Summer School Program

June 13, 2016 – July 13, 2016

\$25.56/hr. through June 30, 2016

\$26.33/hr. effective July 1, 2016

As Needed Basis

1. Shauna Hunter

B. Classified Summer Help (As Needed Basis)

Bus Cleaning/Seat Repair @ \$9.50/hr.

Computer Services Help @ \$9.50/hr.

Custodian @ \$9.50/hr.

Lawn Crew @ \$9.50/hr.

1. Daniel Hunter

2. NOMINATIONS – 2016/17

A. Certified Personnel – Limited Contracts

1. Daniel Hunter

2. Julie Hunter

B. Extra Duty Personnel

1. Julie Hunter #039-2 Track-Head Coach-Girls \$ 7,540.00

3. RE-EMPLOYMENT OF PERSONNEL – 2016/17

A. Substitute Certified Personnel

1. Shauna Hunter

4. CHANGE OF CONTRACTS

A. Proficiency Tutors – One Year Limited Contract

1. Shauna Hunter
McGregor
Days worked changed from
09/08/2015 – 05/13/2016
To 09/08/2015 – 06/09/2016

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

21. Adjournment

Moved by: _____ Seconded by: _____

Vote: EK _____ PC _____ DH _____ LC _____ JL _____

Motion to adjourn carried _____ Yes _____ No
_____ Absent _____ Abstention

Let the record show that an audio recording of this meeting has been made and is on file in the Office of the Treasurer.

The meeting stands adjourned at _____ P.M.